DOCUMENT RESUME

ED 073 351 AC 014 214

AUTHOR	Shearer, J. G. S., Ed.
TITLE	Year Book of Adult Education in Scotland, 1972-73.
INSTITUTION	Scottish Inst. of Adult Education, Edinburgh.
PUB DATE	73
NOTE	65p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Education; *Adult Education Programs; Adult Students; Adult Vocational Education; Curriculum Planning; *Foreign Countries; Mass Media; National Programs; Recreational Activities; Student Enrollment; Tables (Data); *Yearbooks; Young Adults
IDENTIFIERS	*Scotland

ABSTRACT

The Year Book of Adult Education in Scotland for 1972-73 contains: (1) next [new] business; (2) directory of organizations--Scottish Institute of Adult Education, education authorities, the universities, the Workers' Educational Association, Newbattle Abbey College, the Open University, university contribution to adult education H.M. Forces, radio and television in adult education, adult education and the library service, adult education in museums, the Scottish Film Council, the Scottish Arts Council, the British Association for the Advancement of Science, the National Union of Townswomen's Guilds, Scottish Women's Rural Institutes, adult Christian education within the Church of Scotland, the Scottish Co-operative Education Association, the Association of Tutors in Adult Education, post-graduate diplomas in adult education; (3) articles concerning adult education and the young adult--Youth and Education, Post School Vocational Education for the Young Adult, Liberal Studies in the Education of the Young Adult, The Young Adult and Recreational Activities, The Mass Media and the Education of the Young Adult, The Informal Education of the Young Adult, Curriculum Planning for the Raising of the School Leaving Age; and (4) a critique of Studies in Adult Education (Vol. 3), edited by T. Kelly, and University Studies for Adults, edited by Allen Parker and S. G. Raybould. (KM)

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YEARBOOK 1972-73

SCOTTISH INSTITUTE OF ADULT EDUCATION

LC 42114

YEAR BOOK

of Adult Education in Scotland

1972-73

published by the Scottish Institute of Adult Education
57 Melville Street, EdinburghEH3 7HL

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NEXT BUSINESS

T. E. M. Landsborough

(lately Honorary Secretary,
Scottish Institute of Adult Education)

Being Honorary Secretary (retired) and Honorary Treasurer (continuing) is obviously no adequate protection against the blandishments of those who have pressed me into a third farewell general introductory contribution to the Year Book. Mercifully the new momentum markedly manifest in the revival of committee activity that the permanent secretariat commands and makes progressively possible should ensure that there is no lack of new voices and fresh thought to sustain this exercise for future issues.

The call this year, however, is still for something that draws on the ancestral memory of the last fourteen years or so, that looks at whatever continuum there is in Institute policy and achievement, and that takes a look at the continuing aspirations in the light of the contemporary situation.

THE OLD ORDER

For the first twenty-five years of its history the Institute has depended on voluntary secretaryship and has for that reason had to accept a somewhat fugitive existence with neither the time nor resources to work out adequately a strategy for the general encouragement and development of the education of adults in Scotland. Yet it can be said, not other than modestly, that the Institute has made a significant contribution to most of the developments that have taken place in the education of adults over the last twenty years. The creation of two Extra-Mural Departments, the reorganisation of adult education in a large county authority area and the physical improvement of Newbattle Abbey College are but a few of the projects in which the Institute or its Council members have been positively influential in the best sense of that term.

The field of activity was, however, necessarily restricted but happily selective.

In the main, however, the work of the Institute has been to hoist the flag and to wave it in its annual conference; and to make representations for an enhanced status for what they regard to be a most important but somewhat neglected sector of the area of public education. To that end they have frequently been suppliants tugging at the sleeve of the gods for increased budgetary allocations, for better accommodation for students, for fee levels which would not discourage class attendance, and for experimentation in the informal education of adults.

More recently their supplications have been, in the short term, less altruistic in that they have represented successfully to the Scottish Education Department and to the Local Authorities that they should be assured of an income, albeit modest, which would from September, 1971 provide the basis for a thoroughgoing programme for the progressive improvement of the facilities and opportunities for the education of adults in Scotland in non-vocational classes and by informal means.

THE NEW ORDER—WORK IN HAND

Finding a home, staffing it and equipping it have fortunately not monopolised the Institute's activities over the last ten months. Serious attention has been given to the programme priorities.

Library resources. High among these have been the measures, long overdue, to establish a resource centre of written material on adult education. Expert advice was taken and the evidence indicated that while collections did exist, mostly in Extra-Mural departments, these were largely unclassified and there was no regular abstracting service from the periodicals which were taken regularly. It was also established that the Colleges of Education had little or nothing representing the classics in adult education, did not take the representative periodicals nor give temporary display to the ephemera in the field.

The Institute quickly recognised, modestly, that it could not pretend to a comprehensive

collection. It has, therefore, instituted enquiries with a view to preparing a union catalogue of what does exist in dispersal over the various centres with a view to establishing reasonable national, and classified provision, including comprehensive cover of Scottish works, in due course.

Special Conferences. The first of the special one-day conferences which the Institute propose to conduct was held in Perth. Some forty practitioners in adult education in the Scottish field, representative of the staff of universities and of Education Authorities, confirmed the growing sense of community in this branch of education. If in the day's work much time was spent blowing the dust off the perennial issues that was, for the first occasion, understandable. What promised well was the insistence that for the next meeting the Institute should provide discussion papers on the Reorganisation of Local Government and on Local Broadcasting.

Adult Education in Industry. Scotland has lagged somewhat behind England and Wales in the provision of adult education in industry. The Institute, therefore, propose to hold a colloquium, in co-operation with the Extra-Mural Department of Glasgow University, with the Society of Industrial Tutors. This sometime in the autumn. Surely a growing point.

Publications. The Institute is to continue its policy of publishing its Newsletter twice yearly and plans to put copies free of charge into every centre where there is provision for the education of adults, and to all voluntary organisations with programmes of informal education for adults.

The Year Book will continue to be just that with articles, featuring as does this issue, trends and developments, and carrying reviews.

THE NEW ORDER—WORK PENDING

National and international events are already laying obligations on the Institute that must be accepted.

Post-experience Courses. Some of the Extra-Mural departments are already providing a limited range of post-experience courses at professional level. The entry by the Open University into this field in January, 1973, with progressively four such courses is more likely to stimulate the demand than to meet it, bearing in mind its limited use of television and broadcasting time. It would be a legitimate exercise for the Institute to initiate discussions in Scotland among the interested parties.

Women's Interests. Women are largely the pace-makers and trend-setters in non-vocational informal adult education. They formulate demand, they virtually choose their instructors and they approve or condemn their choices in the degree with which they persist—or stay away. This will continue to be the main stream of that kind of provision.

In recent years, however, there has been another expression of women's interest or aspiration. The numbers in the General Studies sections of the Technical Colleges have been vastly inflated by the number of women seeking entry by way of S.C.E. passes to non-graduate training for teaching. The over-supply of primary teachers, with its consequent cut-back, by some 30% in College entry, must, therefore, be frustrating to those who planned to follow similar courses. Yet they have to be credited with the same capacity and persistence as those who have gone before.

Perhaps their sights could now be set on the Social Services and a more appropriate curriculum planned than that represented in the examinations specially designed for school children.

Work here for the Institute?

The Two Societies. The answer to the problem of creating a unified society has eluded both the economic and the educational planners and the greater our affluence the greater the gulf that exists between those who are materially and culturally comfortable and the impoverished. Till now those who provide adult education have been largely concerned with the élite while the Social Worker is necessarily committed to the practical amelioration of the impoverished.

There is, of course, no easy answer but no progress can be made towards it without a continuing dialogue between the Social Worker and the adult educator as community developer.

Another initiative to be taken by the Institute?

Into Europe. Some twenty-five years ago I had to arrange a class in English for European Volunteer Workers who had been drafted to a small industrial town in Scotland. A local teacher of modern languages took the class. Some forty class members turned up for the first lesson. On the second evening when I looked in the teacher was explaining to the one student who had turned up the respective nuances of "I write", "I do write", "I am writing". The others were no doubt learning by the direct method of spending a pound in the High Street.

Whatever the special business and professional needs the general appetite for Europe is not likely to be titillated by a first course in irregular verbs. There is need, however, for a foundation course at popular level on Europe preferably culminating in a package holiday in one of the E.E.C. countries.

Could the Institute have the lead by bringing together, strange bedfellows, adult educators and tour operators?

REORGANISATION OF LOCAL GOVERNMENT

It is a dangerous assumption to make that the reorganisation of Local Government into, at top tier level, Regional Authorities will simply mean larger units with a similar structure to that existing at present, that the educational function will be protected by delegation as at present and that the existing relationships between Authorities on the one hand and the Extra-Mural Departments and voluntary organisations on the other will persist in similar form.

No doubt the Alexander Committee is planning to submit a report which will be particularly relevant to this new situation.

It is a matter of urgency, however, that there should be put to the Steering Committees recently set up in the projected regions a paper setting out the desiderata for the provision of adult education under the new Authorities.

This is surely the most urgent task that confronts the Institute.

THE MEDIA

The Media—radio and television—we have always with us and to these twin targets for the over-ciritical we shall soon be adding local broadcasting.

Radio and T.V. Output. The B.B.C. on its main radio networks has provided, and continues to do so, an excellent service in the education of adults. Though it lacks the glamour of television, now in colour, it is readily recordable and, therefore, more amenable to the needs of the adult class. The material is still, however, designed for general British use and there are no indications that the National Broadcasting Council for Scotland is prepared to earmark a reasonable proportion of its resources for radio programmes in series which have a peculiar Scottish relevance.

Until recently all T.V. programmes for the education of adults, whether provided by the B.B.C. or the commercial companies, were provided in additional permitted hours on licence by the Postmaster General on the advice of the appropriate advisory bodies. Now that the restriction on the permitted number of hours of television has to be removed a new situation has developed, adult education will have to compete with the general programmes for a reasonable share of the greater number of viewing hours that will be available. The three companies serving Scotland have produced over the years a large number of programmes of their own, that can fairly be described as of uneven quality. The B.B.C. in Scotland has been a late entrant in the field of home-produced programmes but has shown considerable enterprise and imagination in its latest efforts. It is the responsibility of the Institute to be vigilant in this new situation to ensure that the programme element for the education of adults is increased to have regard to the greater number of hours available, and that there is an expansion in the provision of programmes of Scottish origin. They should also make representation to have frequent repeats of these programmes at times which will meet the needs of the home-bound and shiftworkers.

Local Broadcasting. Apart from some few B.B.C. V.H.F. transmissions in the north-

east and north of Scotland there is no experience of local broadcasting north of the Cheviots. The white paper that led to the establishment of a considerable number of such B.B.C. stations in the south found no acceptance this side of the border for a variety of reasons. The financial terms made the proposition unattractive to local Authorities as they were not allowed to rate for it, there were few V.H.F. sets in use, and few areas had systems of rediffusion such as had been necessary in England because of difficulties of reception.

Scotland, therefore, would appear to be scheduled for the exclusive development of local broadcasting by commercial companies. With the now permitted use of medium wave bands for this purpose local broadcasting is an attractive commercial proposition though there is a considerable extension of the term "local". The first Scottish system, the Glasgow project, should be lucrative but it will not be "local" in the sense originally intended. Nevertheless it is a further opportunity for the use of one of the media for the education of adults and the Institute should not lose time in making representation, with the National Institute if necessary, to spell out to the I.B.A. what they regard as the desiderata in the adult education output of such a station.

They could, however, be much bolder. There is a continuing antithesis between the public and the commercial undertakings. It is a "we : they" situation that need not exist. It may not be a golden attraction to the commercial interests to establish a local broadcasting station for a population of say 300,000. It was, however, a viable proposition in terms of the white paper.

The proposed new central region covering the Forth Valley has such a population, allowing for fringe listening. It will have basically one top tier Authority and three at second tier level. It contains a university, three Extra-Mural Department interests, a college of education and, potentially, three technical colleges, as well as a double handful of local newspapers. A company representative of these interests and of the general public in the area could well pioneer local broadcasting in its truest sense. The Institute could well convene a meeting of the bodies listed with a view to a company being formed which would be in a position to submit its bid for the franchise in due course.

The programme of activities in hand, or adumbrated, above will stretch the modest resources of the Institute as they stand at present. Yet the probable required increase in finance need not itself be other than modest. The Scottish Education Department and the Local Authorities are essentially pragmatic in their approach and if the Institute demonstrates its usefulness in the progressive development of such a programme there is no reason to doubt that the resources will be made available.

Crack on.

THE SCOTTISH INSTITUTE OF ADULT EDUCATION

General Secretary: Mrs. B. A. Main, M.A.

The Scottish Institute, formed in 1949, is widely representative of the academic, statutory and voluntary bodies engaged in adult education in Scotland. Its aim is to encourage the development of adult education and to provide regular opportunities for the clarification of policy.

Following the appointment of its first full-time General Secretary the Scottish Institute opened an office at 57 Melville Street, Edinburgh at the beginning of this year.

Since then the Executive Committee have been able to meet at regular 6-weekly intervals, under the Chairmanship of Mr. Norman Dees, Director of the Department of Extra Mural and Adult Education, University of Glasgow, to give a new lead and impetus to the Institute's affairs. The aim of the Institute this year will be not only to maintain the normal service of information

and formulation but also to build up a library of publications and periodicals and to organise small regional conferences and forums in Scotland to discover and tabulate new thoughts and ideas of Professional Adult Educators in Scotland.

In spite of its limited financial resources the Institute has been able to exert an influence of the right kind in places where action has had to be taken. The focal point of its activity has been the annual conference, which this year will take place at the University of St. Andrews. The theme will be "The Arts and Everyman". Well-supported and publicised, and widely representative, the annual conferences have done much to sustain the momentum of the Institute's work. The Institute also publishes a Year Book of Adult Education in Scotland, and a twice-yearly Newsletter, intended primarily for adult students. The Institute receives books, leaflets, and prospectuses from many parts of the world.

There is also a considerable volume of correspondence each year with students and research workers in various parts of the world who are seeking information on the Scottish system. Nearer home there is a very happy and practical working relationship between the National Institute of Adult Education (England and Wales) and the Scottish Institute. A little further afield—in Europe—the Institute has been regularly represented at meetings and conferences arranged under the auspices of the European Bureau of Adult Education, to which it is affiliated and has had the honour of providing Scottish representatives on United Kingdom delegations to Unesco and Council of Europe seminars and study groups.

CONSTITUTION

1. Name

The name shall be the Scottish Institute of Adult Education.

2. Objects

The special concern of the Institute shall be to further liberal studies among adult members of the community. In pursuit of this aim the Institute shall:

(*a*) Facilitate the meeting of representatives of statutory and voluntary bodies and individuals concerned with Adult Education in Scotland with a view to co-operation on matters of common interest.

(*b*) Afford opportunity for the exchange of experiences, give publicity to new techniques in Adult Education, further the formulation of policies and keep Scotland in touch with developments in other countries.

(*c*) Encourage experiment and initiate enquiry in Adult Education and promote publication of results.

(*d*) Serve as a centre of information for all aspects of Adult Education.

(*e*) Undertake such other functions relating to Adult Education in Scotland as, subject to the authorisation of the Annual General Meeting, may be determined by the Council of the Institute.

(*f*) Convene an Annual Conference.

3. Membership

(*a*) The membership shall comprise
(*b*) representatives of statutory bodies,
(*c*) representatives of voluntary bodies,
(*d*) representatives of Universities, and associations and individuals concerned with, or interested in, Adult Education in Scotland.

The Institute shall invite the Scottish Education Department to send Assessors to the Annual General Conference, the Annual Meeting and all other meetings at which the Scottish Education Department may desire to be represented.

4. Finance

The Institute's financial year shall extend from 16th May in one year until 15th May in the succeeding year. An audited statement of accounts in respect of the preceding year shall be presented to the Annual General Meeting, which shall decide the basis of the contribution to be made by the constituent bodies during the current financial year.

5. Annual Conference

Representation shall comprise such numbers of representatives from all corporate bodies and individual members as the Council may from time to time determine. The Annual General Meeting shall be held at the Conference, when the election of the Council and officials shall take place.

6. The Council

The Council shall be the executive body of the Institute. It shall be representative of the four categories of membership indicated in clause 3 above, each category having not less than two members. It shall consist of 20 members with power to co-opt not more than 4 additional members. The honorary officers of the Institute shall be *ex officio* members of the Council. The Council may appoint such sub-committees as it may deem advisable with such membership as it may decide, charged with such responsibilities as the Council may determine. All such sub-committees shall be responsible to the Council.

7. Honorary Officers

The honorary officers of the Institute shall be appointed annually by the Annual General Meeting and shall consist of:

(1) Chairman.
(2) Three Vice-Chairmen.
(3) Honorary Secretary and Treasurer.

8. Honorary Life Members

The Council shall have power to confer the status of honorary life member on persons who have given distinguished service to Adult Education.

9. Amendment of Constitution

The Constitution may be amended by the Annual General Meeting, the Agenda of which shall set out the proposed alteration of the Constitution. Notice of such amendment shall be in the hands of the Secretary not less than one calendar month prior to the opening of the Conference. No alteration of the Constitution shall be valid unless endorsed by two-thirds of the members present and voting.

THE EDUCATION AUTHORITIES

Since 1945 successive Education (Scotland) Acts have vested responsibility for securing the provision of adult education in Scotland in the 35 local Education Authorities. The term "adult education", however, does not have the specific connotation which it has in England. It is subsumed within the broad field of Further Education, and covers a wide variety of activities of a social, cultural and recreational nature—the education of adults in the broadest sense. There is, in fact, no statutory definition of adult education in Scotland.

In meeting their statutory obligation to secure provision for adult education in Scotland the local authorities have entered into partnership with other bodies, most notably the universities (see pages 13-14), but also with a whole range of national and local bodies concerned with different aspects of the education of adults. Considerable variation is found in the extent to which, in practice, the various statutory obligations are implemented by the different Education Authorities. At their best, however, existing arrangements seem to work well and further standardisation would appear to be possible only at the expense of that voluntary spirit which is of such importance in this field.

The cost of providing adult education in Scotland is met substantially by the Education Authorities. The determination of fees

charged to students can be seen both as a source of income and as an instrument of social policy. The tendency in recent years has been for fees to rise to a level which is the equivalent of 10p for each class meeting, though there is still considerable variation in the amount charged by different authorities.

There are no nationally negotiated scales to regulate the fees which are paid to tutors in respect of the part-time instruction of adults. There is, however, an agreed, if not mandatory, scale which Education Authorities apply in the payment of tutors and instructors in part-time further education classes. These have been in operation since 1965. They comprise four grades. The lowest scale, usually applicable to recreational classes such as country dancing and dressmaking, is £1·15 per hour. The highest, usually applied to the more advanced instruction in commerce and technical subjects, is £2·13. In any of these grades a certificated teacher receives an additional 22p per hour.

There is no doubt that these rates have a depressing effect on the level of remuneration acceptable to an Authority in respect of lectures providing for them, on an agency basis, a service of tuition in liberal studies and other classes at a University Extra-Mural level. The fees paid to these lecturers presently range from £5·26 to £7 per lecture depending not on qualifications or level taught but on the attitude of the employing Authority. The general level of these fees and their perplexing variety are disincentives to University staff to undertake extra-mural teaching. An added difficulty has recently appeared in Scotland where lecturers who travel from their main centre of employment to sustain a series of part-time lectures in further education are required to pay income tax on the refund of their actual travelling and subsistence expenses.

EDUCATION COMMITTEE OFFICES

SCOTTISH EDUCATION DEPARTMENT AND COLLEGES OF EDUCATION

KEY

Pop: Population.
DE: Director of Education.
SDD: Senior Deputy Director of Education.
DD: Deputy Director of Education.
AD: Assistant Director of Education.
SD: Officer with special duties in adult education.

When the name of the telephone exchange is the same as that of the town in the postal address, it is not repeated.

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DDs: J. J. ADAMS, M.A., M.Ed.
JAMES P. CRANSTON, M.A., B.A., M.Ed.
EDWARD MILLER, M.A., Ed.B.
IAIN M. STEWART, M.A.
AD: JAMES C. SIBBALD, A.C.I.S.

Inverness (County)
County Buildings, Ardross Street, Inverness. Tel. 34121. (Pop. 85,116.)
DE: R. MACDONALD, M.A., M.Ed.
DD: A. B. LAWSON, M.A.
SD: H. W. WILKINSON, M.A., Dip.Ed.

Kincardine
Education Offices, Stonehaven. Tel. 2001. (Pop. 26,156.)
DE: B. B. SMITH, M.A.
DD: J. S. CARDNO, M.A.

Stewartry of Kirkcudbright
Education Offices, Castle Douglas. Tel. 2351. (Pop. 27,612.)
DE: DONALD J. BAILLIE, M.A., B.Sc., M.Ed.
DD: VACANCY.

Lanark (County)
Education Offices, County Buildings, Hamilton. Tel. 055-222 1100. (Pop. 628,111.)
DE: JOHN S. MCEWAN, M.A., LL.B., F.E.I.S.
SDD: HUGH B. JONES, M.A., B.Ed.
DDs: Dr. A. M. BAXTER, B.Sc., M.Sc.
MALCOLM D. MACINTYRE, B.Sc., A.R.C.S.T.

Midlothian
County Buildings, George IV Bridge, Edinburgh, EH1 1HQ. Tel. 031-225 2562. (Pop. 142,829.)
DE: THOMAS HENDERSON, M.A., B.Sc. (Econ.).
ADE: D. S. BROTCHIE, M.A., Dip.Ed.

Moray and Nairn
County Buildings, Elgin. Tel. 3451. (Pop. 62,986.)
DE: WM. F. LINDSAY, M.A., M.Ed., F.E.I.S.
DD: JOHN CRUICKSHANKS, M.A.

Orkney (County)
Albert Street, Kirkwall. Tel. 3141. (Pop. 17,254.)
DE: A. BAIN.
DD: G. MARSHALL, B.A.

Peebles (County)
County Buildings, Peebles. Tel. 2153/4 & 2157. (Pop. 13,516.)
DE: JAMES McLEAN, B.Sc.

Perthshire and Kinross-shire
County Offices, Perth. Tel 21222. (Pop. 132,045.)
DE: LACHLAN B. YOUNG, M.A., LL.B., M.Ed.
DD: G. W. W. KUHN, B.Sc., M.Ed.
SD: HECTOR J. CALDER, M.A., M.Ed.
AD: HUGH A. RICHARDSON, M.A.

Renfrewshire
County Buildings, Paisley, PA1 1LE. Tel. 041-889 5454. (Pop. 362,144.)
DE: HUGH FAIRLIE, M.A., M.Ed.
DD: DUNCAN G. GRAHAM, M.A.
ADE: ANDREW D. H. BINNIE, M.A., M.Ed.

Ross and Cromarty (County)
Education Centre, Castle Street, Dingwall. Tel. 3444. (Pop. 59,777.)
DE: R. M. INGLIS, M.A.
DD: A. I. McNAB, M.A.
SD: A. G. FORSYTH, B.Sc., M.Sc.
County Council Office, Stornoway:
SD: A. MACLEOD, M.A.

Roxburgh County Council
County Offices, Newtown St. Boswells, TD6 0SA. Tel. 3301. (Pop. 42,353.)
DE: CHARLES MELVILLE, M.A., M.Ed.
DD: JAMES L. B. BAIN, B.Sc., M.Inst.P.

Selkirk (County)
Thorniedean, Melrose Road, Galashiels. Tel. 2675. (Pop. 20,678.)
DE: D. G. ROBERTSON, M.A., M.Ed.

Stirlingshire
County Buildings, Viewforth, Stirling. Tel. 3111. (Pop. 209,243.)
DE: JAMES S. MELDRUM, M.A., M.Ed., F.C.I.S.
DD: JAMES F. CUNNINGHAM, B.Sc.

Sutherland
Education Offices, Brora. Tel. 382. (Pop. 13,140.)
DE: J. McLELLAN, B.Sc.
DD: BRYAN E. WOOD, B.Sc.
AD: D. I. M. SUTHERLAND, M.A., M.Ed.

West Lothian
County Buildings, Linlithgow. Tel. 050-684 3121. (Pop. 108,895.)
DE: A. SINCLAIR, M.A., LL.B., M.Ed., F.R.S.A.
DD: D. GORDON, M.A., M.Ed.
AD: E. T. LAING, B.Sc., M.Inst.P.
DD: R. S. FERGUSON, M.A.

Wigtown (County)
Market Street, Stranraer. Tel. 2151. (Pop. 27,457.)
DE: DOUGLAS G. GUNN, M.A.
DD: NEIL MACDONALD, M.A.

Zetland (County)
Brentham Place, Lerwick. Tel. 822/4. (Pop. 17,032.)
DE: JOHN H. SPENCE, M.A., LL.B.
SD: VACANCY.

Scottish Education Department

St. Andrew's House, Edinburgh, EH1 3DB. (031-556 8501.)
Secretary: Sir Norman W. Graham, C.B.
Private Secretary to the Secretary: Miss W. M. Doonan.

Officers with special duties in informal further education, including adult education.
Under Secretary: I. M. Robertson, M.V.O.
Assistant Secretary: J. Kidd. (Ext. 2248.)
Principal: J. Currie. (Ext. 2091.)

Her Majesty's Inspectors of Schools

Senior Chief Inspector: J. Bennett, M.B.E.

H.M. Inspectors with special duties in informal further education.
G. J. Brown, O.B.E.: In general charge. Also Chief Officer to the Standing Consultative Council on Youth and Community Service.
D. McCalman: Responsibility for Glasgow, Lanark, Dunbarton and Argyll, also national duties in respect of Adult Education and Training.
Miss M. M. Lawson: Responsibility for Ayr, Bute, Dumfries, Renfrew, Kirkcudbright and Wigtown.
Mr. M. G. Scott: Responsibility for Edinburgh, Berwick, Clackmannan, East Lothian, Fife, Midlothian, Peebles, Roxburgh, Selkirk, Stirling and West Lothian. Also National Duties in respect of Outdoor Activities.
G. C. Morrison: Responsibility for North and Highland Division, Perth and Kinross.
A. L. Small: Special responsibility for Community Work and Community Development and general duties in Glasgow, Lanark and Dunbarton.

Colleges of Education

Aberdeen

Aberdeen College of Education, Hilton Place, Aberdeen. (0224-42341.)
(For men and women.)
Principal: James Scotland, M.A., LL.B., M.Ed.

Ayr

Craigie College of Education, Ayr. (60321/4.)
(For men and women.)
Principal: Miss E. M. Rennie, J.P., M.A.

Dundee
Dundee College of Education, Park Place, Dundee. (0382 25484-6.)
(For men and women.)
Principal: David E. Stimpson, M.A., M.Ed.

Edinburgh
Moray House College of Education, Holyrood Road, Edinburgh, 8. (031-556 4415.)
(For men and women.)
Principal: Douglas M. McIntosh, C.B.E., LL.D., F.R.S.E.

Edinburgh
Craiglockhart R.C. College of Education, Colinton Road, Edinburgh, EH14 1DJ. (031-443 5231.)
College Diploma Course for women only.
Post-Graduate Courses for men and women.
Principal: Mother Veronica Blount, M.A.

Edinburgh
Dunfermline College of Physical Education, Cramond Road North, Edinburgh, EH4 6JD. (031-336 6001-4.)
(For women only.)
Principal: Miss M. P. Abbott, (Diploma of Dunfermline College of Physical Education).

Falkirk
Callendar Park College of Education, Falkirk. (22982.)
(For men and women.)
Principal: Mr. C. Brown.

Glasgow
Jordanhill College of Education, Southbrae Drive, Glasgow, G13 1PP. (041-959 1232.)
(For men and women.)
Principal: T. R. Bone, M.A., M.Ed., Ph.D.

Glasgow
Notre Dame College of Education, Bearsden, Glasgow, G61 4QA. (041-942 2363.)
Principal: Sister Francis Ellen Henry, S.N.D., B.A.

Hamilton
Hamilton College of Education, Bothwell Road, Hamilton. (23241.)
Principal: Mr. G. Paton.

THE UNIVERSITIES

While certain universities in Scotland became involved in the University Extension Movement in the last quarter of the nineteenth century, the movement never had the success that it had in England and Wales. This was probably due to the different social environment prevailing in Scotland. The greater accessibility both of secondary and of university education, the provision of higher education for women and of advanced technical education had largely met the needs of those groups which in England had turned to University Extension, and had sustained its momentum throughout the latter part of the nineteenth and the early part of the twentieth centuries.

The W.E.A. movement came to Scotland in 1912 when the first branch was founded in Edinburgh. University professors and staff associated themselves with the committees from the beginning and in many cases the new organisation met in university premises but expansion was largely curtailed by financial problems. The W.E.A. had to seek support from the local school boards who were the only bodies empowered to use public money to provide for the education of adults, a practice dating from the Education Act of 1872. The universities, when they chose to lend a hand, had to make the provision wholly out of university funds. This state of affairs lasted through the 1930s and it was not till the Education (Scotland) Act of 1945 was passed that real progress was possible.

It brought about an effective partnership between universities and the local authorities who agreed about certain defined areas of activity. The local authority was confirmed by the Act as the sole statutory body responsible for ensuring the provision of adult education in Scotland and the universities became their agents in the programme of liberal and cultural classes for adults.

The success of this arrangement has been reflected in the remarkable expansion of adult education which has taken place since 1945. There are now five university extra-mural departments in Scotland—at Aberdeen, Dundee, Edinburgh, Glasgow and St. Andrews—all working closely with the local authorities throughout Scotland. It is mainly through this means that courses of a university character for adults are provided in Scotland.

The universities follow no fixed pattern of extra-mural provision but respond in each area in the way they think best, in terms of local needs and local resources. In general, however, certain trends are observable. In addition to the more traditional type of course there is an increasing number of courses for groups with specialised interests, including professional interests, as well as courses which seek to illuminate broad issues of contemporary significance. There has also been a growing interest in local studies, and in the preparation of local surveys. Among other activities which feature prominently in extra-mural provision are summer schools, for students from home and overseas, residential courses, day-schools and conferences. The universities also assist a whole range of voluntary and statutory bodies in the furtherance of their educational objectives; and they contribute to the provision made for the education of H.M. Forces in Scotland. One other development of note, reflecting the growing interest in the theory and practice of adult education, has been the provision, at Edinburgh and at Glasgow, of courses leading to Diplomas in Adult Education.

Mention should also be made of the contribution of the three "new" universities to the provision of adult education in Scotland. The University of Strathclyde has an Extension Studies Committee and a now well-established programme of courses in Science, Technology, Arts and Social Sciences. It also offers a limited number of non-vocational courses in conjunction with the University of Glasgow. Heriot-Watt University likewise offers a range of courses, organised on a departmental basis, and provides courses in collaboration with the University of Edinburgh. The University of Stirling, though not itself engaged in the provision of adult education, contributes to existing university extra-mural activity in its

neighbourhood through the co-operation of its academic and administrative staff.

While the Scottish system works well in practice there are often comparisons with the system in England and Wales where the universities, through their extra-mural departments, attract grants direct for non-vocational education of adults from the Department of Education and Science. The present position in Scotland is, of course, being examined by the Alexander Committee whose report is awaited with interest.

UNIVERSITY EXTRA-MURAL DEPARTMENTS

Aberdeen

Director of Extra-Mural Studies: K. A. Wood, M.A., F.S.A.(Scot.), Taylor Building, Old Aberdeen (40241).

Resident Tutors—
W. D. Brooker, B.Sc. (Aberdeenshire), 35 Oakhill Road, Aberdeen (Aberdeen 30306).
G. Gill, B.Sc. (Inverness-shire), 38 Braeside Park, Balloch, Inverness-shire (Culloden Moor 214).
Dr. D. McGregor (Caithness, Ross and Cromarty, and Sutherland), "Craigdhu", Bonar Bridge, Sutherland (Ardgay 269).
D. Omand, M.A. (Moray and Nairn, and Banffshire), 107 Duncan Drive, Elgin, Morayshire (Elgin 3689).

Dundee

Director of Extra-Mural Studies: A. G. Robertson, M.A., Nethergate, Dundee, DD1 4HN (23181).

Edinburgh

Head of Department of Educational Studies and Director of Extra-Mural Studies: John Lowe, B.A., Ph.D., 11 Buccleuch Place, Edinburgh, EH8 9JT (031-667 1011).

Glasgow

Director of Extra-Mural and Adult Education: Norman Dees, B.A., 57/59 Oakfield Avenue, Glasgow, G12 8LW (041-339 8855, ext. 392-7).

Resident Tutors—
I. F. Macleod, M.A. (Galloway), 91 St. Mary Street, Kirkcudbright (572).
L. J. Masters, B.A. (Dumfriesshire), 8 Lovers Walk, Dumfries (5887).
Alan Neale, M.Sc., F.G.S. (Ayrshire), 32 Westfield Road, Ayr (66518).
E. J. Peltenburg, B.A., Ph.D. (Argyllshire), Craigdarroch, Polivinister Road, Oban (3552).
J. G. S. Shearer, M.A. (Stirlingshire), 36 Snowdon Place, Stirling (2509).

St. Andrews

Director of Extra-Mural Studies: J. C. M.A., 3 St. Mary's Place, St. Andrews (3429).

Strathclyde

Convener of Extension Studies Committee: Professor W. W. Fletcher, B.Sc., Ph.D., F.L.S., F.I.Biol., F.R.S.E.

Enquiries to: The Clerk, Extension Studies Committee, University of Strathclyde, Glasgow, C.1 (041-552 4400;.

THE WORKERS' EDUCATIONAL ASSOCIATION

There are three districts of the W.E.A. in Scotland—the North of Scotland, the South-East and the West. Each has a small professional staff and is governed by a District Committee of voluntary workers elected by representatives of individual members, W.E.A. branches and affiliated organisations. This voluntary element, combined with its national structure, makes the W.E.A. a unique body in adult education. Scotland, England, Wales and Northern Ireland are covered by twenty-one autonomous Districts, with a central office in London whose function is to serve and advise its constituents rather than to direct and control them. The basic unit of organisation in the Districts is the branch composed of adult students who wish to play a more active part in the development of adult education as a whole. In Scotland these branches are distributed over twenty counties. In addition to participation in the national movement, the Scottish Districts also form a W.E.A. Scottish Council which represents them in dealings with the Scottish Education Department, organises summer schools and is a constituent body of the S.I.A.E.

There are, however, differences between the organisation of the Scottish W.E.A. Districts and that of the national movement, arising out of the separate and different organisation of Scottish education. The main difference—and it is one which goes deep and affects almost every aspect of our work—is that providing powers have been exercised by the seventeen English and Welsh Districts (and more recently the Northern Ireland District); that is, they receive direct teaching grant from government and are responsible for establishing classes and appointing and paying tutors, and have grown in stature by the exercise of this responsibility. In Scotland the only responsible bodies in this sense are the Education Authorities. Support is given to the W.E.A. (and other bodies) in the form of administrative grant from the Scottish Education Department, determined from year to year. Most education authorities in whose areas the W.E.A. is active also provide grants. These arrangements give some financial security to the W.E.A. but they fall short of the kind of recognition which the W.E.A. has been seeking for some years in its request for providing powers. We are anxious to face the challenge of responsibility and control which has transformed the role of the W.E.A. in England. While there is an increasing number of W.E.A. sponsored classes in Scotland they still cannot fully share in the nature of a "W.E.A. class" south of the border.

This difference of status does not seem to reflect differences in the needs of the two countries. Although to some extent higher education was more open to the community in Scotland in the past the great mass of people was untouched by it and the necessity of providing for the many men and women of frustrated ability was the driving force of the W.E.A. wherever it was established. From the days of the great national presidents such as William Temple, later Archbishop of Canterbury, and R. H. Tawney, when the movement became firmly rooted in England the W.E.A. in Scotland has had to play a more restricted role because of the statutory framework in which it operates.

Together with this strand of provision for personal fulfilment running through the development of the W.E.A. there is also the strand of the relevance of adult education to social needs which culminated in the rethinking of policy during the presidency of Asa Briggs in the 1960's. The movement has always been conscious of the complementary needs of the individual and the citizen and the role of education in linking the two. Since that time there has been great expansion throughout Britain in W.E.A. activity in the social field. There are now few areas of social need not covered by one or more districts: work in Educational Priority Areas, classes in prisons, hospitals, at sea, work in mental health, among disabled workers, alcoholics, pre-retirement and post-retirement education, and many other areas —with each district seeking out new fields of work within the limits of its resources.

The W.E.A. is also well placed to provide an educational service to other voluntary organisations ranging from local co-operation to co-ordinated activities at a national level. The W.E.A./Oxfam project which resulted in a national coverage of classes on World Development is the most

recent example of this and has now embraced other groups working in the same field. Of great help in such work has been the establishment of the Service Centre for Social Studies, set up with financial assistance from the Department of Education and Science, producing teaching materials in both Social Studies and Industrial Relations. The appointment of a National Development Officer to stimulate such projects has also been beneficial.

But this kind of work must always rest on a foundation of continuing class activity where the highest standards of adult education are maintained and this must continue to be the bulk of the work of the W.E.A. Districts. As well as the traditional classes the Scottish Districts provide a full programme of summer schools—in 1971 at five centres catering for up to 400 students, a large proportion of whom come from abroad—and a variety of one-day and week-end courses. The long tradition of workers' education is continued in work done for the T.U.C. and in the Districts' own industrial day-release courses. In all of these fields the W.E.A. is confident that it has a significant contribution to make.

Workers' Educational Association Officials in Scotland

Secretary of the North of Scotland District:
Mr. G. Brown, 480 Union Street, Aberdeen, AB1 1TS (0224 54189).
Tutor-Organiser: Peter J. Stubbings, B.A., 480 Union Street, Aberdeen, AB1 1T4.

Secretary of the South-East Scotland District:
Mr. J. Kane, O.B.E., J.P., 13 Abercromby Place, Edinburgh, EH3 6LB (031-556 6913).
Tutor-Organiser: Mr. R. Cook, M.A., 13 Abercromby Place, Edinburgh, EH3 6LB.

Secretary of the West of Scotland District:
Mr. Robert Lochrie, M.A., 212 Bath Street, Glasgow, G2 4HW (041-332 3609).
Tutor-Organisers: Miss P. M. Fryd, B.A., Mr. D. H. Dickson, B.A. and Mr. J. Drury, B.A., 212 Bath Street, Glasgow, G2 4HW.

NEWBATTLE ABBEY COLLEGE

Newbattle Abbey, which was founded by Cistercian monks in 1140 under the patronage of David I, was given to the nation in 1936 by the eleventh Marquess of Lothian whose family home it formerly was, as a residential adult education college and is still the only college of its type in Scotland. It is situated in the valley of the South Esk, near Dalkeith, about eight miles from Edinburgh.

The main building dates from the sixteenth century with many later additions and alterations. The great drawing room has a fine 19th century painted ceiling and the library has one of the loveliest domestic eighteenth century Italian plaster ceilings in the country, the basic plan of the common room has changed little since it was rebuilt in 1935, and the beautiful little chapel, formerly the warming room of the monastery, has a roof dating from the thirteenth century.

Accommodation is in attractive specially designed and furnished study bedrooms in the new wing of the College. A spacious courtyard forms a link with the Abbey which also contains the lecture, tutorial and common rooms and the Library. Much of the old building has been modernised without loss of period charm. This development will be complete this year.

Although there are some short courses run at Easter and during the long vacation, the main educational effort of the college is centred on the Sessional Courses in Liberal Studies which runs for three University terms from October to June. Some 65 men and women, most of them financially supported by their local authorities, take advantage of this course each year. The majority of them, while appreciating the educational value of study in ideal surroundings, are anxious to continue if possible at a University or a College of Education. For this reason the academic work and organisation of the College is at present under review. It is hoped that the course will eventually be two years in length and will be able to supply the necessary proof of a student's academic ability without recourse to school-leaver examinations. Negotiations towards this end are almost complete.

Enquiries should be addressed to:
Newbattle Abbey College, Dalkeith, Midlothian (Newbattle 4121).
Warden: C. L. Rigg, M.A.

THE OPEN UNIVERSITY

The Open University has been established to provide undergraduate, postgraduate and post-experience courses for part-time adult students. Courses are based on the integrated use of correspondence materials, a series of radio and television programmes, often a summer school and a regionally organised counselling and tutorial system.

UNDERGRADUATE

Because of the interdisciplinary opportunities all undergraduate degree programmes, including those in Science, lead to the B.A. degree, with or without honours. The study programme consists of a number of one-year courses, each one leading to the award of a credit. A total of six credits is needed for the B.A. degree and a total of eight credits for the B.A. degree with honours, and there is a general credit exemption scheme. Students cannot normally register for more than two courses in any one year.

There are six Faculties, five of which offer courses at Foundation level, giving an introduction to a range of disciplines within that Faculty:

Humanities. The Foundation Course in Arts is an attempt to bring together the traditional disciplines to enable the student to take a comprehensive look at man, his history and achievement in literature, thought and the arts.

Science. The main aims of this course are to present and explain some of the concepts and principles of importance in modern science and to show how science, technology and society are inter-related.

Understanding Society. The course is divided into three parts in which are asked three fundamental questions: why people live in societies; how people live in societies; and what kind of problems they face. These questions are studied in the light of five disciplines: psychology, sociology, geography, political science and economics. This course is not only a foundation for further work in the social sciences, but should also appeal strongly to those who wish to pursue other academic disciplines.

Mathematics. The main object of the course is to furnish the students with some fundamental concepts of mathematics and to teach them a little about the nature of mathematical thought rather than to teach the techniques. It is also hoped to help the students to apply their mathematical knowledge to the solution of problems that are not just routine exercises. The student will be introduced to elementary computer programming, making use of teleprinter terminals located in study centres and connected through the G.P.O. telephone system to a central computer.

Technology: The Man-Made World. The aim of the technology course is not only to explain and demonstrate the many aspects of the way engineers, designers and others do their jobs but also to assess its impact upon us all. The course will emphasise three important aspects of technology: the use and understanding of a wide range of topics from physics and chemistry through engineering science to some study of society; the realistic simplification of problems and the making of models and analogies as well as how the technologist puts constraints upon how he constructs and uses his models; the strategies used to implement design. Computer terminals of the Open University Student Computer Service will be used to illustrate these methods. Parts of the course will be devoted to a few case studies drawn from the man-made world.

In 1972 second level courses will be offered in Humanities, Science, Understanding Society and Mathematics. Each second level course will deal in detail with some aspect covered in the foundation course. Foundation courses are generally required as prerequisites to second level courses.

The sixth Faculty **Education** does not offer courses at Foundation level but starts at second level and therefore each student of Education must have studied within at least one other faculty.

POST-GRADUATE

The Open University aims to provide opportunities in higher education at the post-graduate level for two types of student. The first will be the type of postgraduate

found at most other universities—the graduate who is able to study for a higher degree by full-time study. A limited number of places will be available for such students to work at the University's headquarters at Milton Keynes. These students will normally be expected to be supported by research studentships from the Department of Education and Science or from agencies such as the Research Councils. The second type of student we have in mind will be the graduate with some years' experience in industry, education, the Civil Service, local government or in research laboratories who wishes to read for a higher degree on a part-time basis in his home locality. The normal entrance requirement will be an honours degree of a British university.

The aim of the postgraduate programme is to train students in the methods and techniques of original research work and to promote their awareness of a given field of scholarship with a view to their making a significant original contribution to that field. Where the University considers a student capable of making an original contribution to learning of this kind he will be encouraged to aim for the M.Phil or the Ph.D. Other students who do not wish to proceed beyond basic research training will aim for the B.Phil.

POST-EXPERIENCE

These courses are defined as:

(*a*) courses which are required by those who, after practising their profession for some years, are called upon to make a significant advance or change in their occupations;

(*b*) courses of an 'updating' or 'refresher' nature which will enable professional men or women to keep up with recent advances in their own fields of work;

(*c*) courses drawn from the whole field of further education, and enabling individuals to proceed within their own interests to a higher level of education.

Students will be working towards three forms of certification: a Letter of Course Completion, a Course Certificate or Diploma. (The University has yet to develop its Diploma Studies but these will be based on a system comparable to that for undergraduate students.)

In 1973 the University is offering six courses to post-experience students: Reformation Studies, Background to School Mathematics: Real Numbers, Reading Development, Biological Bases of Behaviour, Industrial Relations, Computing and Computers, Electromagnetics and Electronics.

Applicants for all courses must be aged 21 and over, except where special circumstances such as physical infirmity prevent their attending a traditional institution. Except for post-graduate courses, no entrance qualifications are required.

The University's academic year runs from 1 January to 31 December and there are 36 weeks from January to October in which teaching takes place. November and December are reserved for the sitting and marking of examinations.

SCOTLAND

A small full-time staff is located in Edinburgh consisting of the Scottish Director and Assistant Directors, Senior Counsellors and Staff Tutors and administrative and clerical staff, but most of the student contact will be through the part-time staff recruited from the staff of other institutions of Higher and Further Education. These part-time staff will be Counsellors to maintain a close on-going contact with the student and Course Tutors to provide a limited amount of face-to-face tuition and to assess regular written assignments.

Study Centres have been established in association with education authorities at all major centres of population, although these are closed during the usual summer vacation period, and the University has made special provision for students in the remote rural areas.

Enquiries should be addressed to:
The Open University,
P.O. Box 48, Walton Hall, Bletchley,
Bucks.
and in Scotland to:
The Scottish Director,
The Open University in Scotland,
60 Melville Street,
Edinburgh, EH3 7HF.
Tel. 031-226 3851.
Scottish Director: Roger Carus, M.A.
Assistant Scottish Directors:
Dr. R. D. Watson, B.Sc.
Mrs. M. J. M. Jack, M.A., M.Ed.

UNIVERSITY CONTRIBUTION TO ADULT EDUCATION IN H.M. FORCES

Adult Education in H.M. Forces is the responsibility of senior staff officers appointed by the various commands. At the higher levels of education the co-operation of the universities has been sought for a long period of years. The university scheme is controlled by a committee of the Ministry of Defence called the Committee for University Assistance to Education in H.M. Forces or C.U.A. for short. On this committee sit university representatives and nominees from each of the services with appropriate assessors from the ministry itself. This body co-ordinates and approves the financial aspects of the scheme.

The Scottish Universities have combined to create a Central Scottish Committee for Adult Education in H.M. Forces. This committee consists of each of the eight Scottish Universities along with representatives of the Royal Navy, Army and Royal Air Force. In addition an assessor from the Scottish Education Department sits on the Committee. The University of Edinburgh provides the administrative machinery for the Committee. There is one Forces lecturer in the Committee's area who is available for duty in any part of Scotland.

The work of the Committee is principally concerned with the provision of courses, residential and non-residential, for army officers preparing to take staff college and promotional examinations, for young officers in the specialised programme for their general education, for individual units and servicemen who have special needs. The Universities are also able to assist with the organisation lecturing and teaching at specialised services' conferences. For example, the Royal Army Educational Corps regularly invites the universities to take part in their annual convention. Once a year also for a week the Committee arranges a joint conference of equal numbers of the army, police and undergraduates of the Universities where the exchange of opinion and knowledge helps towards a better understanding of the problems of all concerned.

Enquiries concerning the work of the Scottish Central Committee should be addressed to the Hon. Secretary at the Department of Educational Studies, University of Edinburgh.

RADIO AND TELEVISION IN ADULT EDUCATION

Information is readily available regarding the pattern of Radio and Television broadcasting in the field of Adult Education (see addresses below). Perhaps not so well known are the opportunities for re-use of "off-air" recordings of both Radio and Television educational programmes, especially the latter.

Equipment adequate for recording television programmes costs about £500. This includes a video tape recorder, camera, television monitor and several video tapes (which can be erased for re-use).

Outwith the larger institutions and authorities, the recording, editing and even reshaping of broadcast material may be one of the main ways in which radio and television can be used as an educational aid to the tutor in adult education.

For details of Radio and Television Adult Education Programmes write to:

Further Education Liaison Office,
British Broadcasting Corporation,
P.O. Box 1AA,
Broadcasting House,
London, W.1.

The Education Officer,
Independent Television Authority,
70 Brompton Road,
London, S.W.3.

Mr. David Dunn,
Education Officer,
Scottish Television,
Theatre Royal,
Glasgow, G2 3PR (Tel. 041-332 9999).

The Education Officer,
Grampian Television Limited,
Queen's Cross,
Aberdeen (Tel. 0224-53553).

Mr. S. J. Bennett,
Education Officer,
Border Television Limited,
Television Centre,
Carlisle (Tel. 0228-25101).

CLOSED CIRCUIT TELEVISION

Universities

Mr. A. Grimley,
Director of Television,
University of Aberdeen,
Aberdeen (Tel. 0224-40241).

Mr. D. W. Alexander,
Director of Audio-Visual Aids,
The University,
Nethergate,
Dundee, DD1 4HN (Tel. 0382-23181).

Mr. G. O. Gibb,
Director of Audio-Visual Services,
University of Edinburgh,
Old College,
South Bridge,
Edinburgh (Tel. 031-667 1011).

Mr. K. D. Stephen,
Director of Television,
Heriot-Watt University Television Service,
Mountbatten Building,
31-35 Grassmarket,
Edinburgh, EH1 2HS
(Tel. 031-225 8432).

Mr. John MacRitchie,
Director of Television,
Television Centre,
Southpark House,
University of Glasgow,
Glasgow, G12 8LB (Tel. 041-339 8855).

Mr. Gordon Thomson,
Director of Audio-Visual Unit,
The University of Strathclyde,
Turnbull Building,
George Street,
Glasgow, G1 1RD (Tel. 041-552 4400).

Colleges of Education

Mr. G. Crossan,
Director of Television,
Aberdeen College of Education,
Hilton Place,
Aberdeen, AB9 1FA (Tel. 0224-42391).

Mr. A. J. Pollock,
Director of Television,
Callendar Park College of Education,
Falkirk,
Stirlingshire
(Tel. 0324-22766).

Mr. Alexander McLean,
Craigie College of Education,
Ayr (Tel. 0292-67981/2).

Mr. Ian Mackenzie,
Television Officer,
Dundee College of Education,
Park Place,
Dundee, DD1 4HP (Tel. 0382-25484).

Mr. A. B. MacDonald,
Hamilton College of Education,
Bothwell Road,
Hamilton (Tel. 42-23241).

Mr. D. C. Butts,
Principal Lecturer,
Audio-Visual Media Department,
Jordanhill College of Education,
76 Southbrae Drive,
Glasgow, G13 1PP
(Tel. 041-959 1232).

Television Unit,
Moray House College of Education,
Holyrood Road,
Edinburgh, EH8 8AQ
(Tel. 031-556 4415).

Mr. David McCartney,
Director of Education Technology,
Notre Dame College,
Bearsden,
Glasgow (Tel. 041-339 9935).

Other Institutions

Mr. H. K. Lewenhak,
Director of Television,
Glasgow Educational Television Service,
155 Bath Street,
Glasgow, G2 4SQ
(Tel. 041-221 9600).

Mr. W. R. M. Craig,
Director of Audio Visual Aids,
Paisley College of Technology,
High Street,
Paisley (Tel. 041-889 7881).

Mr. Eric J. D. V. Holmes,
Director of Television Unit,
Queen Anne High School,
Dunfermline,
Fife (Tel: 0383 21273).

Mr. Bill Meikle,
Principal,
Thomson Foundation Television College,
Kirkhill House,
Newton Mearns,
Glasgow (Tel. 041-639 1021).

Details of closed circuit television recordings may be obtained from the National Education Closed-Circuit Television Association (NECCTA).

Write to:

Mr. Hugh Williams,
National Secretary,
NECCTA,
Coventry College of Education,
Kirby Corner Road,
Canley,
Coventry.

Mr. Shand C. Hutchison,
Adviser in Educational Technology,
Corporation of the City of Edinburgh,
Dean Centre,
Belford Road,
Edinburgh, EH4 3DS.

ADULT EDUCATION AND THE LIBRARY SERVICE

The county library movement in Scotland has, for very good historical reasons, a close and organic connexion with the local authorities' educational responsibilities. After fifty years there is no need to spell out this connexion beyond remarking that this country-wide service was first authorised by a clause in the Education (Scotland) Act of 1918, which does not even use the word "library":

> **It shall be lawful for the education authority of a county, as an ancillary means of promoting education, to make such provision of books by purchase or otherwise as they may think desirable, and to make the same available not only to the children and young persons attending schools or continuation classes in the county, but also to the adult population resident therein.**

This clause and the generous encouragement of the Carnegie United Kingdom Trust produced a service—unequal and patchy, one must admit—that covered all of Scotland except for one county within eight years. It was a generation later, in 1946, before Argyll implemented the provisions of the Act, but for more than twenty years now all Scotland has been covered by a network of county library services.

It should be noted that these services are discretionary, not compulsory as they have been in England and Wales since the Public Libraries Act of 1964. It shall be "lawful" for the county education authority to make such provisions as it may think fit: the authority is not compelled to provide a library service or to make provision to anystandard scale prescribed by the Secretary of State either in particular terms or in general terms such as "comprehensive" and "efficient", the two

words embedded in the English and Welsh Act. This explains the otherwise inexplicable variations in standard of provision, sometimes in neighbouring counties. Yet everyone involved in the local authority services will realise that often the most compelling argument for the improvement of a rather inadequate service is to point out that they do these things rather better elsewhere.

What then can the county library service do to assist and encourage the adult education movement? What are the more enthusiastic and enlightened services doing?

In providing books to meet the needs of the adult education class the county librarian would greatly appreciate first of all, and as far ahead as possible, personal contact with the adult education organiser and with the individual lecturers and tutors. If the lecturer or tutor or organiser does not know the name and address of the county librarian for his particular area, this is easily enough ascertained from the county education offices.

The tutor should, if possible, separate into three categories the books recommended in the reading lists he compiles to accompany his courses. First, he should show the books that the student **must** read. He should be quite firm, and the librarian will encourage his firmness, that the student must buy these essential textbooks. The librarian, indeed, will be happy to co-operate in tracing the cheapest suitable editions for this purpose. All libraries should be equipped with the necessary bibliographies to trace the most appropriate edition in print. If these texts are really essential then the student will not grudge acquiring them for himself. Part of the lasting value of an effective course is the influence it should have on the student's personal library.

Then the tutor should indicate, second, those books which it is highly desirable that the student should read, to give width and depth to his course. These could well be provided by the library in suitable editions and in many cases in multiple copies, for the use of the class.

Finally, the tutor should make a list of the background reading that could profitably accompany the course. This wider and more extensive background reading can be drawn in part, if not entirely, from the stock already available in the local library, though if this stock should prove to be deficient, any county librarian will welcome the opportunity of strengthening it to fit the purpose of the class, within the limits imposed by the finance—and the books—available.

In selecting all three lists the tutor will find it helpful to seek the librarian's advice, particularly with regard to new publications. Some tutors are rather apt to think that the country's publishing programme came to an end with their own graduation and that the textbooks they were brought up on are still the standard.

How the county librarian can best provide the books for a class depends very largely on local circumstances. There are at least two possible approaches: (1) the books that are being provided to support the class may be made available in the county library branch for the town or village where the class is meeting, or (2) the books may be kept in a special collection—box or bookcase—in the school or institute where the class meets, under the care of a "class librarian" nominated by the tutor. Both methods have advantages and disadvantages. If the first is adopted, there is the disadvantage that the branch library may be accommodated at a different place and open at a different hour, but at least one knows when and where the books will be available—and that will be not only at the class. If the second, the class librarian may not always be able to attend, and unless duplicate keys have been provided, the "library" may be "shut" for a whole week or more.

This is a matter that cannot be settled dogmatically, but tutors can be assured that the librarian's approach to the problem will be flexible. He will want to do the best in the particular circumstances.

One final point: county libraries are not the only public libraries involved in meeting the needs of adult education in Scotland: there are also the many well-stocked and most co-operative burgh libraries in the large and in some of the small burghs, as well as the other libraries in schools, in technical colleges and in colleges of further education. Since, however, the county library service is an integral part of the

county's education provision, the county librarian may well have a general oversight of all the authority's educational libraries and he has also a degree of responsibility for at least the **educational** library provision in the burghs, even where there is an independent burgh library service. The county librarian will always know what degree of co-operation can be expected from the independent burgh librarian, or, of course, the tutor may himself have personal contact with the burgh librarian, if he lives or works in the burgh or is taking his class there. The great thing is that the old rivalry between burgh and county library is now a matter of ancient history: it has been superseded by the happiest of co-operation, both at local levels and nationally through the good offices of the Scottish Central Library in Edinburgh.

There were in 1971 the following public library services in Scotland:

County Councils (education authorities)	31
Counties of Cities	4
Burghs	49
	84

For full details of library resources in Scotland see:

C. Smith and R. S. Walker (ed.): *Library Resources in Scotland.* Published by the Scottish Library Association. Glasgow, 1970.

(New edition in preparation.)

ADULT EDUCATION IN MUSEUMS

Although the link between museums and education is of long standing, it has not been developed to the extent to which it could be. One of the main causes of this underdevelopment is the common fault of failure of communication. It is still the primary purpose of museums to collect and conserve, but the maintenance of collections cannot be justified if the objects are not available to the citizen for his inspection and interest, and to the scholar who is seeking information. Museums are realising the need to make better known to those interested in education what material is available to help in the study of particular subjects.

One of the best illustrations of how collections may be used to interest people is in the establishment of an art appreciation group attached to an art gallery. Here is the material readily available for the tutor to develop his theme. Actually this association is carried a stage further in Glasgow. One of the courses in the scheme of "Preparation for Retirement" is a course on Art Appreciation which gives people a new interest to enjoy on retirement. There is no upper age limit to those who can participate in education through museums.

One wonders how the budding archaeologist would fare without museum specimens, or the ornithologist, or geologist, or numismatist, or any of the other potential devotees of a new interest or hobby. "Education for Leisure" is one of the catchphrases of the day, but in the museum environment it can become a reality. Several museums in Scotland have regular visits from groups of blind persons who derive great satisfaction from the objects they handle while they are having them described. If the blind can be so enlightened, why cannot those who are mentally blind not similarly be led to see what is of interest around them in museums?

For a student who wishes to study a subject a museum is often the only place in which he can find the information he is seeking and curators regard it as part of their service to try to meet such needs. The more formal, organised adult education courses also receive service from museums and galleries, some of the courses actually being held in the museum or gallery. Most of these courses form part of the widely ranging choice offered by the adult education organisation covering the area and are

listed in the compendium issued by the appropriate committee. Information about the existence of a course should be available from the secretary of that committee or from the Education Committee of the County.

A recent survey by the Development Officer of the Council for Museums and Galleries in Scotland reveals that the following museums and galleries participate in some way in adult education:

Aberdeen (Art Appreciation), Dumfries (Local History), Dundee (Antiques, Art Appreciation, Art Practice) and Glasgow (Archaeology, Art Appreciation, Practical Painting and Scotland's Engineering Heritage).

This list refers only to courses of 20 meetings held in museums and galleries; more museums and galleries are visited by members of courses normally meeting elsewhere; and many more participate in school museum services.

In addition to the museums maintained by the four cities, there are 37 burgh museums and one museum maintained by a district council as well as a number of private museums.

The Council for Museums and Galleries in Scotland has produced "Museums and Education", a report on how the educational service of museums in Scotland can be expanded.

Enquiries to: The Council for Museums and Galleries in Scotland, Public Library, Dundee Street, Edinburgh, EH11 1BG. Tel. 031-229 7589.

THE SCOTTISH FILM COUNCIL

The Scottish Film Council is a grant-aided organisation whose purpose is to promote the use of film and other audio-visual media in education and industry and to encourage an understanding and appreciation of the cinema.

Its activities take place on two levels. One of these is the provision of technical services and the production and distribution of audio-visual materials. The most important element is the Scottish Central Film Library which contains over 6,000 instructional films on an extremely wide range of subjects, and is the largest of its kind in Europe. In addition, the Council has a technical department from which the latest projection equipment and the services of trained operators are available to outside organisations. Other facilities include two studio cinemas, seating 100 and 40 respectively, which are similarly available.

On another level the Council is concerned with the provision of comprehensive information services covering all aspects of film and audio-visual media and with the introduction of new materials and technical developments. This work is carried out by members of the senior staff, under guidance of committees of experts from the various fields. In the area of education the Council works in close consultation with such organisations as the Scottish Educational Film Association to serve the needs of individual teachers and educationalists at all levels; in the area of industrial training such as management sales promotion and labour relations, the Industrial Service provides a similar facility and acts as an agent for the major distributors and libraries in England. The Industrial Service also arranges previews of new material for member organisations.

In the field of film culture the Council promotes the study of the cinema as a subject in its own right in formal education, acts as the headquarters for the Scottish Group of the British Federation of Film Societies and organises each year in its Studio Cinema a Repertory Season of distinguished international films. The Council is also closely associated with the amateur film movement in organising the activities of the Scottish Association of Cinematographers and in staging an annual international Amateur Film Festival.

The Scottish Film Council hopes that in the near future a Film Centre, incorporating a 400-seat Regional Film Theatre and an Audio-Visual Department, will be established in Glasgow. This will enable the Council not only to unify its many services and activities in one building but to expand them on a broader national basis.

Enquiries to: Scottish Film Council, 16-17 Woodside Terrace, Glasgow, C.3. Director: R. B. Macluskie, C.A.

THE SCOTTISH ARTS COUNCIL

The objects of the Scottish Arts Council are to develop and improve the knowledge, understanding and practice of the arts; to increase the accessibility of the arts to the public; and to advise and co-operate with Government Departments, local authorities and other bodies on any matters concerned with these objects.

The Council works chiefly by subsidising suitably constituted independent bodies connected with the promotion and performance of the arts.

The Scottish Arts Council arranges tours of plays, ballet, chamber orchestras and ensembles, Opera for All, marionettes, etc., throughout Scotland: and it supplies (at subsidised rates) art exhibitions, lectures and art film shows. It is also prepared to consider offering financial support to clubs and guilds promoting professional performances either booked through the tours or by independent negotiation. Applicant organisations, whose constitution, policy and standards must be acceptable to the Scottish Arts Council, should submit detailed proposals for their programmes (supported by estimates) well in advance, for prior approval.

All enquiries should be addressed to:

The Scottish Arts Council,
19 Charlotte Square,
Edinburgh, EH2 4DF.
Tel. 031-226 6051.

The addresses of the Council's Art Galleries are:

The Scottish Arts Council Gallery,
19 Charlotte Square,
Edinburgh, EH2 4DF.
Tel. 031-226 5908.

The Scottish Arts Council Gallery,
5 Blythswood Square,
Glasgow, C.2.
Tel. 041-221 7688.

THE BRITISH ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

One of the functions of the British Association, as defined at the time of its foundation in 1831, was "to bring the objects of science more before the public eye." This notion has always been basic to the activities of the Association, the chief of which has certainly been the great Annual Meeting, held without a break, except for the two world wars, in various cities in the British Isles and Commonwealth. The Annual Meeting provides a meeting ground for scientists from different disciplines, but it also gives the non-scientific members of the general public a chance to learn something of the progress of science and (more important) to assess its significance and possible consequences.

For a century and a half the Annual Meeting of the British Association has provided this forum for debate for ordinary people, but in its concern to educate the public in scientific matters the Association has instituted a number of important changes. Its first concern was to extend the activities of the Association throughout the twelve months of the year instead of just one week, and to this end Area Committees were set up to organise a local service of scientific lectures and other activities.

Thus membership of the Association now means a link with an Area Committee or Branch which is expected to provide a programme for its local members. The type of

programme provided will vary from one part of the country to another depending on local circumstances and needs, but insofar as it seeks to create an informed body of public opinion on matters scientific it is an important and useful part of the adult education activity in this country.

The Scottish representative on the Executive Committee of Area Committees is Professor J. Iball, Department of Chemistry, University of Dundee.

In Scotland there are four Area Committees, whose secretaries are as follows:

Aberdeen Area Committee:
Secretary: W. J. Turner,
62 North Anderson Drive, Aberdeen.
Area: Aberdeen, Aberdeenshire, Kincardineshire and North East of Scotland.

Edinburgh Area Committee:
Secretary: F. J. Taylor, B.A.,
Department of Educational Studies,
11 Buccleuch Place, Edinburgh.
Area: Edinburgh, the Lothians, Berwickshire, Peeblesshire, Selkirkshire and Roxburghshire.

Glasgow and West of Scotland Area Committee:
Secretary, Dr. J. G. McDonald,
Department of Extra-Mural and Adult Education,
57/59 Oakfield Avenue, Glasgow, W.2.

Area: West of Scotland as far north as Argyllshire and bound on the east by Stirlingshire, Lanarkshire and Dumfriesshire.

Tayside Area Committee:
Secretary: A. G. Robertson,
Director of Extra-Mural Studies,
The University, Dundee.

Area: Dundee, Angus, Fife, Perthshire, Kinross-shire, Clackmannanshire.

THE NATIONAL UNION OF TOWNSWOMEN'S GUILDS

Objects: To serve as a common meeting ground for women irrespective of race, creed and party; to enable them through study and the pursuit of educational, cultural and social activities to fulfil their responsibilities as citizens.

Education facilities range from talks and discussions of current affairs, both national and international, to the study and appreciation of the arts which often result in the acquisition of new skills and hobbies. Above all, Guilds provide opportunities to meet other women from all walks of life, to share mutual interests, and to increase the influence of women through a progressive nationwide organisation concerned with the fundamental issues of community life.

The Guilds are non-party and non-sectarian groups of women, bound together by mutual interest and the provisions of the constitution laid down by the National Union of Townswomen's Guilds. Guilds can be formed only by a N.U.T.G. representative, but their work and activities are administered autonomously by Guild members themselves, through their elected executive committee.

Each Guild holds regular monthly meetings to enable all members to play a full part in Guild activities. In addition, every Guild supplies lectures, demonstrations, and classes on individual subjects for which there is sufficient demand to warrant the formation of a specialised section, frequently with the assistance of local educational facilities. Flexibility in the educational programme and the encouragement of a wide range of interests and activities are the policy of the National Executive Committee. Help and advice are always available from the Education Department at N.U.T.G. Headquarters.

The main aspect of the new pattern of education, now being consolidated throughout the movement, is the formation of Education Sub-Committees at Guild and Federation levels. The aim is to widen the scope of educational activities in the movement and cater more fully for the educational needs and demands of women in modern society.

The Guilds are financed by members' subscriptions. Most of them also initiate their own fund-raising activities. The money raised goes into Guild funds and may be spent only in accordance with the objects of the movement as a whole.

The National Union is supported by a grant-in-aid towards the cost of developing the movement and its facilities from the Department of Education and Science and the Scottish Education Department.

Scottish Committee

The first four Townswomen's Guilds were formed in England in 1929, and the following year the first Guild was formed in Scotland. By 1934 this number had increased to 44. There are now 162 Guilds in Scotland divided into nine Federations: Scottish Border, Edinburgh Forth, Fife and South, Angus, Mid-Scotland, North of Scotland, North East Scotland, South East of Scotland, South West of Scotland, and West of Scotland. The total membership is 9,800.

The Scottish Committee, which was formed in 1956, is composed of two delegates from each Federation. In the past few years a number of combined events have been organised by this Committee: exhibitions, conferences, rallies.

The Scottish Committee is affiliated to the Scottish Institute of Adult Education.

List of Scottish Committee Officers, 1972-73

Chairman: Mrs. K. Thomson,
12 Kenmure Road,
Whitecraigs, Giffnock,
Glasgow.

Vice-Chairman: Mrs. E. Whatley,
2 Hawthorn Avenue,
Bearsden,
Glasgow.

Hon. Treasurer: Mrs. A. Wilson,
6 Hailes Avenue, Edinburgh, 11.

Secretary: Mrs. Amy Jamieson,
16 Spottiswoode Street,
Edinburgh, EH9 1ER.

Federation Secretaries:

Scottish Border Federation:
Mrs. A. Piercy,
3 Low Buckholmside,
Galashiels.

Edinburgh Forth Federation:
Mrs. McArtur,
100 Pilrig Street, Edinburgh, 7.

Fife and South Angus Federation:
Mrs. M. Mann,
54 Glenlyon Road,
Leven, Fife.

Mid-Scotland Federation:
Mrs. I. E. McGowran,
Avonside House,
Old Polmont, by Falkirk,
Stirlingshire.

North of Scotland Federation:
Mrs. W. M. Wall,
Dunally, Clachnaharry, Inverness.

North East of Scotland Federation:
Mrs. M. Hatrick,
13 Ashley Gardens,
Aberdeen.

South East of Scotland Federation:
Mrs. A. Jamieson,
16 Spottiswoode Street,
Edinburgh, EH9 1ER.

South West of Scotland Federation:
Mrs. M. Berry,
12 Tylney Road,
Oldhall, Paisley,
Renfrewshire.

West of Scotland Federation:
Mrs. A. Kelly,
286 Ardgay Street,
Glasgow.

SCOTTISH WOMEN'S RURAL INSTITUTES

The Scottish Women's Rural Institutes, the largest non-political, non-sectarian women's organisation in Scotland, is the lusty offspring (58,000 members) of a movement which began in Canada in 1896. Around that time some people were becoming aware of the unnecessary poverty of existence of countrywomen due to their social and educational isolation.

The awareness spread to Europe and eventually the campaign of a number of Scotswomen on the need for women's institutes in rural Scotland found a sympathetic ear in the then Board of Agriculture for Scotland. This led to the formation of the Scottish Institutes in 1917 with the financial and administrative backing of the Board. Within six months there were 12 Scottish Women's Rural Institutes (three of them in the far north west). Today there are 1221.

The basic S.W.R.I. object is to provide social, educational and recreational opportunities for those who live and work in the country. To that end they specifically study domestic accomplishments and how to improve the amenities of the home; they encourage home and local crafts and industries; they aim to preserve the beauties and traditions of rural Scotland; they are watchful of matters affecting family welfare and the community; and as constituent members of the Associated Country Women of the World they try to work for international understanding. Thereby they hope to widen mental horizons.

These aims are put into practice in such ways as the following: a full-time qualified needlecraft adviser travels throughout the country giving instruction, as requested, on utilitarian upholstery, dressmaking, to the advanced forms of modern embroidery. Similarly housewifery (cooking, baking) advice is given by qualified demonstrators and brought up to date, e.g. the use of deep freezing.

Innovations in everyday living are anticipated and helpful preparation given as, for example, talks on Value Added Tax, Local Government and the Common Market given by university lecturers and others. The collection of the trivia of village lore, significant for posterity, and their preservation in book form, was a highly commended project of the S.W.R.I. Jubilee Year, 1967.

One-day schools and residential courses are held on crafts, drama, etc. and in addition to housewifery competitions there are playwriting, short story, speechmaking and drama competitions.

Guidance on all these activities is the responsibility of the Standing Committees of the organisation, Education, Handicrafts, Housewives, International and Publications. It is the duty of the Education Committee, as laid down in the constitution, to promote interest in Further Education, the Arts, Citizenship, Social Welfare, etc.

The conveners of these committees are members of the Chairman's Advisory Committee and meet quarterly. But final decisions on all matters are made by the Central Council whose business it is "to maintain the W.R.I. Movement in Scotland". The Central Council consists of representatives elected for three years by the Federations in proportion to the number of institutes in each federation, and nominations are made by the institutes. Once in every three years the Central Council holds a national conference (in Edinburgh) to which every institute is entitled to send a delegate. The conference provides an opportunity for the discussion of resolutions submitted by institutes and federations. Triennially also the Housewives and Handicrafts committees jointly organise a conference and exhibition held in different centres in Scotland.

The administrative headquarters of the S.W.R.I. is at 42 Heriot Row, Edinburgh, EH3 6EU.

ADULT CHRISTIAN EDUCATION WITHIN THE CHURCH OF SCOTLAND

The concern of the Church of Scotland for education at all levels is part of its heritage as a Reformed Church. The vision of Knox and the Reformers as expressed in the First Book of Discipline of 1560 was that of a national system of education, available to everyone and ranging from the local school in every parish to education at a university level in certain main centres throughout the country. "Learning", said the Book of Discipline, "is the greatest treasure that can be passed on to posterity."

Even though Knox's system was only partially realised, the concern for an educated people remained central to the life of the Kirk. Preaching often meant teaching on a wide range of subjects, and the use of the catechism, however outmoded it may be nowadays, was a powerful instrument in the development of a literate and articulate Scottish people.

It is, therefore, in line with its tradition that the Church of Scotland should be involved with education, and in the modern situation particularly with the education of its own people at all stages in the understanding of the Christian faith and ethic. Since 1948 the General Assembly has placed special stress on Adult Christian education through the existence of a committee especially charged with this aspect of the Church's work.

Adult Christian Education within the Church of Scotland may be looked at under three different emphases. Firstly, there is the task of training and educating elders for the particular work that they are called upon to do. For this the Committee on Adult Christian Education has prepared a two-year "Elders' Training Course" on "The Nature of the Church", and "The Nurture of the Church". Each part contains material for nine discussion sessions, with preparatory and source material, discussion questions and project suggestions; there is a manual for the leader—either the minister or a qualified elder—and a handbook for each participant. It is intended to be used in Kirk Sessions meeting together as a group. To them has now been added a third course on Christian Ethics called "The Christian Way of Life" which is suitable both for group discussion and for individual study. To supplement this material the committee organises periodical conferences and courses for elders with the co-operation of local presbyteries.

The second area of activity is in regard to "Young Adults". Experiments are taking place in the recruitment of leadership groups of those who understand and who can communicate with modern young people. Under this department of the Committee's work there falls the Scottish Christian Youth Assembly, held annually in February, where young people from many churches all over Scotland come together to face the moral and spiritual, and often the economic, challenges that meet them today.

Thirdly, there is the wide field of the Christian education of the church member. For those who wish education in the meaning of the Christian Faith at an advanced level the Committee co-operates with the Extra-Mural Departments of the four older Universities in running at each centre a "Laymen's Training Course". The full course embraces attendance two nights a week over three years, and the completion of essays and/or examinations to the satisfaction of the examiners. This qualifies for the Committee's diploma. Others who cannot commit themselves to this long discipline take parts of the course. For the use of and for education in congregations the Committee publishes a series of "Burning Issues" based on matters that have come before the General Assembly and another similar series of "Issues for the Church" is to be issued this year; the book lists of suggested suitable literature on specific subjects for congregational education groups are also available. The Church is in process of reorganising its Department of Education so that all its teaching work may be planned together. Parish Education will be concerned with Christian teaching from the cradle to the grave, in the recognition that learning is always a continuing process. The Education of Ministers and of Laymen, of Missionaries at home and abroad and of Young People will all be its concern.

The production of new material for Sunday School, Bible Classes and Youth Fellowships continues, as does the Youth Leadership Training and Conference work centred on Carberry Tower where the Church's Sunday School and Bible Class teachers and hundreds of young people have opportunities of learning and of enriching experience.

Further information on any aspect of this work may be obtained from the Department of Education, 121 George Street, Edinburgh, EH2 4YN or from the Reverend Colin T. Day, M.A., Warden, Carberry Tower, Musselburgh, Midlothian.

SCOTTISH CO-OPERATIVE EDUCATIONAL ASSOCIATION

The S.C.E.A. continues its service of educational activities through Co-operative District Councils and local Co-operative Societies, even though the Movement, at present, is going through a period of change.

This service covers assistance and guidance on Staff Education and training, part of which through Day Classes and Correspondence Courses, leads to full-time study at the Co-operative College Management Centre.

It is a credit to the Local Authority Further Education Services that Scotland continues to be well represented at the College each year.

The past, present and continuing statutory changes in the community, e.g., decimalisation, industrial relations act, value added tax and metrication, has complicated the normal training activities, particularly in the field of management—a challenge which is being met.

The problem of our Member Education continues to be difficult what with the movement of people from centres of population, the lack and often the cost of accommodation creating difficulty when we try to redevelop basic member groups in new areas.

While the active Co-operator, one already involved in Co-operative Organisation, has many opportunities for educational pursuits through Conferences, Schools, College studies and running their Local Society, the attracting of the new or uncommitted member continues to be difficult in spite of many Working Parties having been formed to try and find a successful method of approach.

Youth work continues with the Specialist Groups, i.e., Choirs, Elocution, Country Dancing, being well catered for at District and National Festivals, both of which are well supported by competitors who reflect the quality of the work being done.

With assistance from the Scottish Education Department two Part-Time Youth Officers have been appointed to develop Co-operative Youth Movement Units, but, their work was affected by the Miners' Strike during which time Groups were not in operation. This development has given sufficient indication as to its value to have the experiment continued.

Useful addresses are:

Chief Education Officer and Co-operative College Principal:
R. L. Marshall, O.B.E., M.A.

Secretary of the Co-operative Union, Scottish Section:
R. Bluer, A.C.I.S.

Education Officer:
H. A. MacFadyen, 95 Morrison Street, Glasgow, C.5. Tel. 041-429 2556/7.

Secretaries of the Musical Associations:
Area and Secretaries Names and Addresses:
Fife
Mrs. J. Blamey, 12 Gordon Street, Lochgelly.

West of Scotland
Mrs. M. C. Gowers, 181 Leithland Road, Glasgow, S.W.3.

East of Scotland

Mrs. J. Sharp, 222 Mayfield Drive, Armadale, West Lothian.

Co-operative District Councils: Area and Secretaries Names and Addresses:

Ayrshire

D. Masterton, 2 Wardlaw Avenue, Muirkirk, Ayrshire.

Border Counties

D. F. Anderson, "Dumyat," 3 Glenfield Road East, Galashiels.

Central

W. Burke, 73 Laburnum Road, View Park, Uddingston.

East of Scotland

A. C. McDonald, 57 Stenhouse Drive, Edinburgh, 11.

Falkirk and District

G. Runciman, 13 Friars' Way, Linlithgow.

Fife

T. Marshall, 82 St. Nicholas Street, St. Andrews, Fife.

Glasgow and District

Secretary: Mrs. N. Bargh, 95 Morrison Street, Glasgow, C.5.

North Eastern

H. Gordon, 62 Broich Terrace, Crieff.

Renfrewshire

W. Pearson, 50 Fauldshead Road, Renfrew.

Southern Counties

W. D. Beck, 24 Jock's Loaning, Lincluden, Dumfries.

Stirling and Clackmannan

P. Campbell, 15 Gean Road, Alloa, Clackmannanshire.

THE ASSOCIATION OF TUTORS IN ADULT EDUCATION: SOUTH-EAST SCOTLAND BRANCH

The South-East Scotland Branch of the Association of Tutors in Adult Education was formed in 1968, after a period of years when no organisation of this kind existed in Scotland. The Tutor's Association (as it is usually known) is a British association which caters both for full-time and part-time tutors and aims to bring adult tutors together to discuss teaching methods and other professional matters. The South-East Scotland Branch is affiliated to the Scottish Institute of Adult Education, represented on the Extra-Mural Committee of Edinburgh University and on the District Committee of the Workers' Educational Association and has submitted evidence to the Alexander Committee on Adult Education in Scotland.

The Association holds about six meetings a year.

Chairman: Miss A. Altschul.

Secretary:

Mrs. B. A. Richardson,
28 Weavers Knowe Crescent,
Currie, Midlothian
(Tel. 031-449 2646).

POST-GRADUATE DIPLOMAS IN ADULT EDUCATION

UNIVERSITY OF EDINBURGH

Department of Educational Studies

DIPLOMA IN ADULT EDUCATION

This post-graduate course is designed for students who wish to acquire a professional qualification in adult education, and will be of value to graduates who are already working, or who wish to work, in the broad field of adult education either as teachers or administrators in Britain or overseas.

DIPLOMA IN COMMUNITY DEVELOPMENT

This post-graduate course combines academic and practical work, and is intended primarily for those who are already employed in, or who wish to be employed in, community development either in Britain or overseas.

Post-graduate Diploma Courses may be taken full-time over one year or part-time over two years.

HIGHER DEGREES

Graduates with good honours degrees may be admitted to pursue research in adult education, community development or educational studies at M.Sc. (Social Science) or Ph.D. level.

Application forms may be obtained from:
The Head of Department of Educational Studies,
University of Edinburgh,
11 Buccleuch Place,
Edinburgh, EH8 9JT.

UNIVERSITY OF GLASGOW

Department of Extra-Mural and Adult Education
and
Department of Education

DIPLOMA IN ADULT EDUCATION

The course of study extends over two academic years (part-time) or one academic year (full-time). It is intended to give the opportunity to those interested in Adult Education of studying its theory and practice. Candidates will normally be graduates, but others may be considered.

Further details, and application forms, may be obtained from:

The Director,
Department of Extra-Mural and Adult Education,
University of Glasgow,
57/59 Oakfield Avenue,
Glasgow, G12 8LW.

Non-vocational further education

Subjects of courses followed by part- time students (other than those released from employment)

Year ended July 1971

Table 31 (31)

Further education centres

	Subject	One term courses				Two term courses				Three term courses				Courses over one year				All courses				
		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		
		Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	
1	Agriculture and horticulture	146	142	133	130	76	61	57	46	12	10	8	7	—	—	—	—	234	213	198	183	1
2	Ancient languages and literature	—	—	—	—	12	1	9	—	—	—	—	—	—	—	—	—	12	1	9	—	2
3	Biological sciences	232	399	202	339	83	105	73	84	2	10	1	9	—	—	—	—	317	514	276	432	3
4	Business studies	146	562	106	445	67	1,135	49	730	8	196	8	175	—	—	—	—	221	1,893	163	1,350	4
5	Chemistry	4	9	3	8	—	—	—	—	—	—	—	—	—	—	—	—	4	9	3	8	5
6	Cookery	62	2,044	58	1,743	17	4,359	15	3,219	3	73	2	58	—	21	—	18	82	6,497	75	5,038	6
7	Economics	32	1	27	1	11	5	11	1	—	—	—	—	—	—	—	—	43	6	38	2	7
8	English language and literature	37	124	36	115	132	248	90	192	58	55	54	47	—	26	—	26	227	453	180	380	8
9	First aid and hygiene	309	173	278	144	168	49	148	46	—	—	—	—	—	37	—	31	477	259	426	221	9
10	General science	420	384	358	335	82	73	61	64	—	—	—	—	—	—	—	—	502	457	419	399	10
11	Geography	18	42	15	30	7	13	4	7	—	—	—	—	—	—	—	—	25	55	19	37	11
12	Handicrafts and hobbies	5,036	6,545	4,257	5,423	7,975	12,531	6,078	9,766	821	1,990	712	1,669	—	—	—	—	13,832	21,066	11,047	16,858	12
13	History	382	546	319	448	253	399	172	294	27	81	23	75	—	—	—	—	662	1,026	514	817	13
14	Law	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14
15	Mathematics	880	1,620	707	1,328	163	233	99	155	17	11	16	10	—	—	—	—	1,060	1,864	822	1,493	15
16	Modern languages, literature and culture	757	1,484	604	1,175	1,962	3,193	1,183	2,038	628	733	535	606	—	—	—	—	3,347	5,410	2,322	3,819	16
17	Music	407	479	346	389	1,070	1,346	854	1,075	326	415	280	382	—	—	—	—	1,803	2,240	1,480	1,846	17
18	Needlecraft	25	11,812	25	10,350	3	29,370	3	23,388	—	2,840	—	2,378	—	22	—	19	28	44,044	28	36,135	18
19	Philosophy	12	5	12	5	8	25	7	22	—	—	—	—	—	—	—	—	20	30	19	27	19
20	Physical training (including country dancing)	5,968	14,037	5,300	12,044	7,155	16,884	5,646	12,395	1,620	2,056	1,263	1,712	—	45	—	43	14,743	33,022	12,209	26,194	20
21	Physics	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	21
22	Psychology	34	132	28	109	52	100	39	73	—	—	—	—	—	—	—	—	86	232	67	182	22
23	Religious studies	24	73	21	55	4	11	4	11	—	—	—	—	—	—	—	—	28	84	25	66	23
24	Social studies	456	655	386	520	23	157	16	114	—	2	—	2	—	—	—	—	479	814	402	636	24
25	Speech training and drama	124	147	109	129	130	190	93	156	83	132	59	107	—	—	—	—	337	469	261	392	25
26	Visual arts	478	1,265	411	1,103	1,524	3,625	1,099	2,692	163	553	134	466	2	7	1	6	2,167	5,450	1,645	4,267	26
27	Others	1,352	3,835	1,076	3,031	982	1,720	671	1,265	337	417	249	326	—	—	—	—	2,671	5,972	1,996	4,622	27
28	Total	17,341	46,515	14,817	39,399	21,959	75,833	16,481	57,833	4,105	9,574	3,344	8,029	2	158	1	143	43,407	132,080	34,643	105,404	28
29	Total (Men and women)	63,856		54,216		97,792		74,314		13,679		11,373		160		144		175,487		140,047		29

The following Tables are extracts from Scottish Educational Statistics, 1971.

Table 31 *(continued)*

	Subject	Central Institutions																		
		One term courses				Two term courses				Three term courses				Courses over one year				All courses				
		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		
		Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	
1	Agriculture and horticulture	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1
2	Ancient languages and literature	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2
3	Biological sciences	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	3
4	Business studies	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4
5	Chemistry	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5
6	Cookery	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6
7	Economics	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7
8	English language and literature	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	8
9	First aid and hygiene	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9
10	General science	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10
11	Geography	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11
12	Handicrafts and hobbies	—	—	—	—	12	14	12	14	—	—	—	—	—	—	—	—	12	14	12	14	12
13	History	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	13
14	Law	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14
15	Mathematics	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15
16	Modern languages, literature and culture	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	16
17	Music	—	—	—	—	—	—	—	—	98	133	83	114	—	—	—	—	98	133	83	114	17
18	Needlecraft	—	—	—	—	—	—	—	—	—	—	—	—	1	316	1	274	1	316	1	274	18
19	Philosophy	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	19
20	Physical training (including country dancing)	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	20
21	Physics	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	21
22	Psychology	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	22
23	Religious studies	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	23
24	Social studies	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	24
25	Speech training and drama	—	—	—	—	—	—	—	—	41	135	35	115	—	—	—	—	41	135	35	115	25
26	Visual arts	6	24	4	22	477	826	224	347	1	15	1	11	53	108	38	82	537	973	267	462	26
27	Others	—	—	—	—	40	—	40	—	—	—	—	—	13	16	13	8	53	16	53	8	27
28	Total	6	24	4	22	529	840	276	361	140	283	119	240	67	440	52	364	742	1,587	451	987	28
29	Total (Men and women)	30		26		1,369		637		423		359		507		416		2,329		1,438		29

Effective students are those who attended at least two-thirds of the total number of meetings.

Non-vocational further education

Year ended July 1971

Table 31 [31]

Subjects of courses followed by part-time students (other than those released from employment) (*continued*)

University extra-mural departments and Workers' Educational Association

	Subject	One term courses				Two term courses				Three term courses				Courses over one year				All courses				
		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		
		Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	
1	Agriculture and horticulture	45	62	42	54	18	3	16	2	—	—	—	—	—	—	—	—	63	65	58	56	1
2	Ancient languages and literature	4	8	4	8	—	—	—	—	—	—	—	—	—	—	—	—	4	8	4	8	2
3	Biological sciences	634	1,172	523	1,045	332	558	237	448	8	26	8	14	—	—	—	—	974	1,756	768	1,507	3
4	Business studies	73	14	66	10	125	50	100	37	—	—	—	—	—	—	—	—	198	64	166	47	4
5	Chemistry	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5
6	Cookery	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6
7	Economics	249	100	194	83	221	86	136	71	29	22	21	7	—	—	—	—	499	208	351	161	7
8	English language and literature	267	703	233	602	214	662	135	508	40	101	37	84	—	—	—	—	521	1,466	405	1,194	8
9	First aid and hygiene	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9
10	General science	824	880	661	704	462	307	281	219	22	20	22	16	—	—	—	—	1,308	1,207	964	939	10
11	Geography	63	221	51	215	58	244	49	242	—	—	—	—	—	—	—	—	121	465	100	457	11
12	Handicrafts and hobbies	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	12
13	History	839	1,785	740	1,576	588	1,219	474	954	51	108	40	92	—	—	—	—	1,478	3,112	1,254	2,622	13
14	Law	135	199	101	155	22	109	18	71	—	—	—	—	—	—	—	—	157	308	119	226	14
15	Mathematics	36	82	28	71	22	22	13	11	—	—	—	—	—	—	—	—	58	104	41	82	15
16	Modern languages, literature and culture	105	228	81	198	211	369	180	301	269	366	133	203	—	—	—	—	585	963	394	702	16
17	Music	358	597	335	541	288	516	204	390	55	76	53	53	—	—	—	—	701	1,189	592	984	17
18	Needlecraft	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	18
19	Philosophy	73	134	60	108	84	114	45	53	—	—	—	—	—	—	—	—	157	248	105	161	19
20	Physical training (including country dancing)	40	10	40	8	—	—	—	—	—	—	—	—	—	—	—	—	40	10	40	8	20
21	Physics	—	—	—	—	8	4	5	2	—	—	—	—	—	—	—	—	8	4	5	2	21
22	Psychology	42	145	36	125	105	281	55	164	—	—	—	—	14	46	10	38	161	472	101	327	22
23	Religious studies	309	404	228	261	35	87	31	76	—	—	—	—	82	128	62	101	426	619	321	438	23
24	Social studies	1,168	1,526	1,079	1,387	295	379	239	318	—	—	—	—	19	114	14	96	1,482	2,019	1,332	1,801	42
25	Speech training and drama	8	4	6	3	12	5	11	4	—	—	—	—	—	—	—	—	20	9	17	7	25
26	Visual arts	278	986	237	880	297	757	194	578	16	91	9	74	5	23	3	19	596	1,857	443	1,551	26
27	Others	445	631	652	640	228	424	204	385	10	19	6	15	—	—	—	—	683	1,074	862	1,040	27
28	Total	5,995	9,891	5,397	8,674	3,625	6,196	2,627	4,834	500	829	329	558	120	311	89	254	10,240	17,227	8,442	14,320	28
	Total (Men and women)	15,886		14,071		9,821		7,461		1,329		887		431		343		27,467		22,762		29

Effective students are those who attended at least two-thirds of the total number of meetings.

FURTHER EDUCATION

Non-vocational further education
Courses followed by part-time students (other than those released from employment)
Years ended July 1967-July 1971

Table 32 (32)

	Duration of course	Year ended July 1971						Year ended July 1967						
		Further education centres		Central Institutions		University extra-mural departments and Workers' Educational Association		Further education centres		Central Institutions		University extra-mural departments and Workers' Educational Association		
		Number enrolling	Effective students	Number enrolling	Effective students	Number enrolling	Effective students	Number enrolling	Effective students	Number enrolling	Effective students	Number enrolling	Effective students	
	One term													
1	Men	17,341	14,817	6	4	5,995	5,397	14,636	12,115	10	10	4,031	3,117	1
2	Women	46,515	39,399	24	22	9,891	8,674	32,354	26,485	389	368	5,321	4,402	2
3	Men and women	63,856	54,216	30	26	15,886	14,071	46,990	38,600	399	378	9,352	7,519	3
	Two terms													
4	Men	21,959	16,481	529	276	3,625	2,627	26,924	20,656	72	66	2,338	1,559	4
5	Women	75,833	57,833	840	361	6,196	4,834	82,369	63,302	158	154	3,057	1,986	5
6	Men and women	97,792	74,314	1,349	637	9,821	7,461	109,293	83,958	230	220	5,395	3,545	6
	Three terms													
7	Men	4,105	3,344	140	119	500	329	3,105	2,618	735	488	229	174	7
8	Women	9,574	8,029	283	240	829	558	5,704	4,884	1,219	738	215	126	8
9	Men and women	13,679	11,373	423	359	1,329	887	8,809	7,502	1,954	1,226	444	300	9
	Over one year													
10	Men	2	1	67	52	120	89	702	580	166	115	—	—	10
11	Women	158	143	440	364	311	254	789	708	718	628	—	—	11
12	Men and women	160	144	507	416	431	343	1,491	1,288	884	743	—	—	12
	All courses													
13	Men	43,407	34,643	742	451	10,240	8,442	45,367	35,969	983	679	6,598	4,850	13
14	Women	132,080	105,404	1,587	987	17,227	14,320	121,216	95,379	2,484	1,888	8,593	6,514	14
15	Men and women	175,487	140,047	2,329	1,438	27,467	22,762	166,583	131,348	3,467	2,567	15,191	11,364	15

Table 32 (*continued*)

	Duration of course	Year ended July 1968						Year ended July 1969						
		Further education centres		Central Institutions		University extra-mural departments and Workers' Educational Association		Further education centres		Central Institutions		University extra-mural departments and Workers' Educational Association		
		Number enrolling	Effective students	Number enrolling	Effective students	Number enrolling	Effective students	Number enrolling	Effective students	Number enrolling	Effective students	Number enrolling	Effective students	
	One term													
1	Men	10,906	8,895	16	14	4,503	3,560	17,244	13,911	11	11	4,692	3,949	1
2	Women	28,394	22,855	311	287	6,228	5,013	49,171	39,666	111	109	7,140	5,924	2
3	Men and women	39,300	31,750	327	301	10,731	8,573	66,415	53,577	122	120	11,832	9,873	3
	Two terms													
4	Men	24,842	19,036	365	242	2,940	1,954	20,581	15,831	331	174	3,154	2,273	4
5	Women	84,997	63,689	667	452	5,288	3,647	70,546	53,206	427	272	4,645	3,256	5
6	Men and women	109,839	82,725	1,032	694	8,228	5,601	91,127	69,037	758	446	7,799	5,529	6
	Three terms													
7	Men	3,428	3,019	414	263	385	314	2,607	1,991	355	236	659	481	7
8	Women	7,913	7,007	595	378	485	371	7,385	5,722	561	386	1,054	732	8
9	Men and women	11,341	10,026	1,009	641	870	685	9,992	7,713	916	622	1,713	1,213	9
	Over one year													
10	Men	712	492	127	96	174	139	72	60	96	75	110	75	10
11	Women	295	195	600	443	190	153	161	148	526	364	150	112	11
12	Men and women	1,007	687	727	539	364	292	233	208	622	439	260	187	12
	All courses													
13	Men	39,888	31,442	922	615	8,002	5,967	40,504	31,793	793	496	8,615	6,778	13
14	Women	121,599	93,746	2,173	1,560	12,191	9,184	127,263	98,742	1,625	1,131	12,989	10,024	14
15	Men and women	161,487	125,188	3,095	2,175	20,193	15,151	167,767	130,535	2,418	1,627	21,604	16,802	15

FURTHER EDUCATION

Non-vocational further education

Years ended July 1967-July 1971

Courses followed by part-time students (other than those released from employment)

Table (—)

	Percentage of effective students to number enrolled								
	Year ended July 1967			Year ended July 1968			Year ended July 1969		
	Further education centres	Central Institutions	University extra-mural departments and Workers' Educational Association	Further education centres	Central institutions	University extra-mural departments and Workers' Educational Association	Further education centres	Central Institutions	University extra-mural departments and Workers' Educational Association
All courses									
Men	79·28	69·07	73·50	78·82	66·70	74·56	78·49	62·54	78·67
Women	78·68	76·00	75·80	77·09	71·79	75·33	77·58	69·60	77·17
Men and women	78·84	74·04	74·80	77·52	70·27	75·03	77·80	67·28	77·77
	Year ended July 1970			Year ended July 1971					
All courses									
Men	78·28	67·11	69·26	79·80	60·78	82·44			
Women	77·48	66·68	68·21	79·80	62·19	83·12			
Men and women	77·67	66·83	68·63	79·80	61·74	82·87			

Non-vocational further education

Subjects of courses followed by part-time students (other than those released from employment)

Years ended July 1967-July 1971

Table 31(—)

	Subject	All courses																			
		Year ended July 1967				Year ended July 1968				Year ended July 1969				Year ended July 1970				Year ended July 1971			
		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students		Number enrolling		Effective students	
		Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.	Men	Wom.
1	Agriculture and horticulture	202	245	168	197	336	358	284	295	230	164	202	145	387	384	335	334	297	278	256	239
2	Ancient languages and literature	134	78	73	42	41	31	24	19	15	14	10	12	41	57	20	27	16	9	13	8
3	Biological sciences	1,669	2,297	1,373	1,582	1,241	1,738	890	1,225	1,295	1,684	977	1,264	905	1,315	626	902	1,291	2,270	1,044	1,939
4	Business studies	546	896	413	669	975	1,241	722	826	587	1,168	498	788	287	885	232	635	419	1,957	329	1,397
5	Chemistry	157	62	128	57	—	—	—	—	—	10	—	9	—	—	—	—	4	9	3	8
6	Cookery	27	7,484	18	5,748	68	7,666	60	5,605	109	7,560	100	5,683	38	7,280	30	5,635	82	6,497	75	5,038
7	Economics	1,279	350	688	199	450	350	300	282	741	373	565	304	673	252	431	165	542	214	389	163
8	English language and literature	942	1,803	728	1,445	784	1,847	605	1,396	727	1,739	561	1,368	614	1,607	452	1,136	748	1,919	585	1,574
9	First aid and hygiene	634	248	583	212	683	216	642	172	498	117	443	125	506	234	466	201	477	259	426	221
10	General science	1,938	911	1,489	684	1,085	694	822	528	1,706	1,612	1,386	1,321	1,595	1,274	1,062	888	1,810	1,664	1,383	1,338
11	Geography	189	286	149	245	156	133	117	100	120	153	104	117	111	183	77	137	146	520	119	494
12	Handicrafts and hobbies	14,003	17,344	11,412	14,500	13,685	17,932	10,970	14,411	13,311	20,969	10,676	16,673	12,613	20,751	9,920	16,567	13,844	21,080	11,059	16,872
13	History	1,605	2,902	1,176	2,283	1,588	3,169	1,168	2,463	1,365	2,567	1,088	1,979	1,417	2,867	998	1,986	2,140	4,138	1,768	3,439
14	Law	359	228	310	167	116	193	82	134	168	147	135	109	205	176	155	118	157	308	119	226
15	Mathematics	385	254	282	187	471	504	339	359	487	341	379	237	471	671	339	495	1,118	1,968	863	1,575
16	Modern languages, literature and culture	3,960	7,244	2,679	5,127	3,187	5,673	2,106	3,934	3,495	7,097	2,456	4,994	3,283	6,114	2,357	4,386	3,932	6,373	2,716	4,521
17	Music	1,819	2,888	1,462	2,449	1,945	2,830	1,588	2,382	2,072	2,731	1,712	2,205	2,097	3,175	1,702	2,465	2,602	3,562	2,155	2,944
18	Needlecraft	4	41,062	2	33,546	8	46,035	3	36,818	21	46,354	18	37,049	10	45,138	7	36,035	29	44,360	29	36,409
19	Philosophy	164	300	93	189	170	253	120	175	158	146	101	85	238	293	157	193	177	278	124	188
20	Physical training (including country dancing)	13,042	29,530	10,609	22,293	13,562	29,540	10,994	21,851	13,932	30,269	10,950	22,628	12,997	29,919	10,296	21,982	14,783	33,032	12,249	26,202
21	Physics	84	20	67	13	180	37	169	30	51	16	39	10	58	1	38	1	8	4	5	2
22	Psychology	517	963	313	624	253	687	163	442	269	617	184	459	237	591	133	351	247	704	168	509
23	Religious studies	597	776	441	517	363	616	263	455	387	627	294	486	346	495	245	360	454	703	346	504
24	Social studies	1,237	2,498	1,029	2,003	920	1,834	772	1,428	1,433	2,997	1,187	2,419	1,457	2,106	1,282	1,682	1,961	2,833	1,734	2,437
25	Speech training and drama	501	928	374	720	437	851	332	710	414	961	324	794	566	895	431	704	398	613	313	514
26	Visual arts	3,375	6,622	2,473	4,902	3,331	7,173	2,331	5,139	3,257	6,932	2,324	5,129	3,328	7,544	2,264	5,322	3,300	8,280	2,355	6,280
27	Others	3,579	4,074	2,966	3,187	2,777	4,302	2,158	3,311	3,064	4,512	2,354	3,505	3,215	4,786	2,453	3,692	3,407	7,062	2,911	5,670
28	Total	52,948	132,293	41,498	103,781	48,812	135,963	38,024	104,490	49,912	141 877	39,067	109,897	47,689	138,993	36,508	106,399	54,389	150,894	43,536	120,711
29	Total (Men and women)	185,241		145,279		184,775		142,514		191,789		148,964		186,682		142,907		205,283		164,247	

Effective students are those who attended at least two-thirds of the total number of meetings.

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Association of County Councils in Scotland:
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Adult Education and the Young Adult

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YOUTH AND EDUCATION

David H. Dickson

In this article the main focus will be on the difficulties entailed in involving young people in liberal education. To place these problems in a realistic framework the first part of the article will be concentrated on outlining an analytical perspective which will give some social reality to the vagueness of the terms "youth", "young people" and "young adults".

A useful starting point is the argument that young people are living in radically changing societies and, moreover, are actively involved as agents in further transforming their societies. Indeed, some academic theorists view contemporary youth as the most important agent of radical social change. In this style, Theodore Roszak, an American academic observer, argues that youth are developing a "counter-culture" in opposition to the dominant technocratic culture of modern society and, in this, are the seeds and motivations for the revolutionary transformation of the industrial social system.

It has also been argued that in West Germany the youth have played a significant part in the **extra-parliamentary opposition** which, some would argue, has injected a new democratic spirit into the politics of the Federal Republic. In the Netherlands a similar example is the formation of the new political party, **Democraten 66**, mainly by young people, which has won seats in the Parliament and is primarily concerned with articulating a qualitative critique of the social and political system.

However, in analysing the role of youth as a radical or revolutionary force in society it would be a fundamental error to view them as a socially homogeneous group; in fact they are an extremely heterogeneous group: age being about the only common characteristic. Furthermore, the section involved in political activities is very positively correlated with levels of education, particularly with post secondary education. Even Roszak, the arch-theorist of the youth revolution, has recognised that not all young people are involved in radical opposition to their society: indeed, he suggests that it is most likely only a minority of the university campus population. This is true of the groups in West Germany and the Netherlands. In Britain groups like Shelter, Oxfam and Child Poverty Action also attract young people with some higher educational experience. Obviously then education is an important factor in determining the levels of social and political participation; indeed the most recent research suggests that it is more important than political activism in affecting attitudes of tolerance and in shaping democratic values. Education is therefore a major social determinant.

The consequence of this for the radical change theory are extremely interesting: for one thing it suggests that even in a society which has experienced radical degrees of social change, the youth of that society are not very different, as regards a significant dimension of social and political behaviour, from the adult population: that levels of education is an important variable in

affecting the attitudes and behaviour of youth as well as adults. Consequently, in this respect the degree of social change is not so radical as many popular and academic writers would claim.

A further consequence is that for many young adults participation in political and social life is not a dominant, or even a marginal, activity and, consequently, the culture of this group is in no sense a "**counter culture**": but is more likely an inarticulate echo of the commercial values of the mass-media—the idea of the "swinging teenager" may be a myth but all too often the modern teenager is an impoverished version of this popular conception. This is therefore another version of the **two cultures**; and this simple dichotomy provides a useful heuristic perspective for discussing some problems of youth and education.

Starting with the groups of young people who have had some experience of post-secondary education it can be argued that a fairly large number can be expected to be involved in associations concerned with social and political problems. Here education, particularly informal further education, has a meaningful role in encouraging these participants to be aware of the complexity of their interest-problems and to see how these interest-areas relate to wider social perspectives. Accordingly, the W.E.A. has organised courses for groups interested, for instance, in world poverty. The aim of these courses was to provide detailed knowledge concerning the subject and to analyse these problems within a wider perspective than that of the individual interest group: in this way the student not only studied the problems of world poverty but also his **individual** and **group** role in finding acceptable solutions. Other courses of this nature were provided for those concerned with welfare rights, child poverty and housing: in each case the students were nearly all young people with some kind of post-secondary education, in some cases the majority were university students.

There are, obviously, many potential students in this group who are not being reached and here great efforts are required to motivate these young people towards adult education: it is a question of mobilising those at the periphery of involvement. In this task some useful work has been done by the Extra-Mural Department of Glasgow University. This work involved a series of conferences on Youth and Politics and it has produced a working list of potential students; but of more import for further development contact has been made with key figures in local communities: youth club leaders and the new Youth and Community Officers. This is important because it is in the youth clubs that significant new advances can be made. However, in extending this work it will be necessary to have a more flexible and imaginative approach to administering and financing new projects: one casualty is likely to be the traditional twenty-week course with a fixed regular attendance.

In concentrating on youth clubs and interest groups there are many disadvantages as well as gains: thus while it is possible to **involve** young people it is difficult to make this involvement a continuous and expanding experience. How to achieve this is likely to be a major challenge for adult educationists. One thing however is obvious: the present administrative arrangements in no way facilitate a solution.

However, even if the efforts to expand the universe of adult education in this way are successful, other things being equal, it will still mean that for the lives of a large number of young people education, and particularly adult education, is unlikely to be even of marginal significance. For many young leavers; those with very limited post-secondary education; those employed in routine clerical and industrial work the world of adult education will be an alien social **milieu**. Yet the life-styles of this group raise problems for which adult education can offer solutions. Many young people in this group, particularly those under twenty, have life-styles which fall far short of the stereotyped modern youth. A study in the North of England showed that the average teenager in youth clubs was at the most a poor image of the mass-media projection of the vivacious swinging teenager. Another study of the leisure habits of

teenagers in a London suburb showed that watching television was an activity in which many participated. Studies in Scotland, in the industrial belt, ranked going to cafes and visiting friends' houses as popular pastimes. Consequently, the average teenager would seem to be more an observer than a participant in the gay life of the affluent society. Other studies have indicated that many young people are unsure of themselves, their values and the society in which they live.

Thus for these individuals, if they can be motivated, education can have an important role in relation to their individual problems and with problems concerning individual and social identity, with family and community relations, and with the problems arising from occupation and work. Three areas are directly relevant: work and employment, the community and leisure.

In all these areas much is done, and more must be done, in the secondary school before young people embark on their working lives. In this context it is important to emphasise the significance of the idea that education is a continuous process: much of what is possible after a person leaves school will depend on what is done in school. Education, it must be stressed, is more than training for a career or occupation: adult liberal education must begin in school.

Starting with education for work it has been argued that young people need some understanding of the structure and organisation of industry: the nature of industrial society, its tensions and "its hierarchy and relationships". While some of this must be done in school it can also be argued that the idea of short-term residential courses are particularly pertinent modes of education: a change in environment from school could produce a much more conducive learning situation, especially for those who have suffered from what has been described as the "tyranny of subjects". In this respect trade union education is of some interest, and could well provide a link between school and the universe of adult education. It is worth noting that recently there has been an increase in the numbers of young people attending W.E.A. week-end schools for trade unionists, some of them under twenty. The work done at these schools could easily be orientated towards the needs and problems of the young worker: but the narrowly restricted and unimaginative education policy of the T.U.C. will be a singularly difficult barrier to surmount. If this cannot be changed a new approach could be tried with the co-operation of individual unions and the financial aid of central or local government: as this financial aid is available for other social groups there is no reason why it should not be available for young trade unionists.

Related to this work aspect is education for the young person in his role as citizen and member of the local community. Concerning what might be called **Community education** the work being done at Jordanhill College of Education is most encouraging: in this it has been shown that subjects like politics and economics can be taught in an interesting style which captivates and stimulates the imagination of the early leaver. In this the study of the local political system and community is an obvious area where the student can be directly involved: also the application of games theory to teaching methods makes it possible to introduce the problems of the international society in a style which similarly directly involves the student. An important point is that the area of community education and the area of education for work could easily be combined in a short residential course on the problems of work and community. Space prevents a discussion on the content of a syllabus for such a course but the need for such courses points also to the need for a second Scottish Residential Adult College where young people could attend for short courses as well as adults pursuing longer and more academic courses. What is required is a college similar to Ruskin College, Oxford but with an additional wing for youth education. Research into the problems and teaching methods in youth education could also be done at the College.

The area of education for leisure must also be related to the needs and experience of the youth involved. In this area it has been shown that the young leavers tend to favour physical and outdoor activities; but there is no reason why these subjects cannot be

dealt with in such a way as to expand the experience of the students: in this the **method** of teaching is more important than the actual **content**. Use could be made of subjects like geology and archaeology which have a particular "outdoor" content. Likewise, geography could be related to the activities of the orienteering sections of schools or youth clubs: geography could also be related to community studies which also has an "outdoor" element in survey work. However, in this sphere the youth club is an obvious link between the classroom and post-school education: the W.E.A. have experimented with a youth club class on creative writing for a folk group, but the class was open to all club members and many participated. At present the existing administrative arrangements make the development of this type of class difficult. Further expansion along more continuous lines would mean authorities not insisting on a specific number of regular class members: this type of class must be **real** informal further education.

Drama and cinema are other important areas for experimentation, and much could be learned from the teaching groups from the Citizen's Theatre. In Falkirk, in a secondary school, a group of pupils has become interested in cinema appreciation and active film-making. Contemporary films like *Easy Rider* have appealed particularly to young people: classes on cinema appreciation could be designed to meet and develop these interests. A class like this is being organised by the W.E.A. in Ayr with a tutor belonging to the youth age-group.

In conclusion, it has been argued that the different social perspectives of youth groups means that the frontiers of adult education can be extended on at least two distinct levels: at one level among those active in problem directed groups and, secondly, at the level of the early leavers. At the second level the main problems are ensuring that the type of class is suited to the needs and interests of the potential students; to make sure that the necessary groundwork is done in secondary schools and in finding links between school and the expanding universe of adult education.

POST-SCHOOL VOCATIONAL EDUCATION FOR THE YOUNG ADULT

J. B. Barclay

The Scottish Institute of Adult Education is mostly concerned with non-vocational, cultural education in its broadest sense, but there is an extensive programme of vocational education arranged principally by the education authorities, government-sponsored and professional bodies. It is generally assumed that the ambitious young adult, when he leaves school, is more interested in furthering the career of his choice. Vocational training is time-absorbing and he has little time left to engage in non-vocational education unless it be in the recreational or arts and crafts field. The young adult also marries, most likely in his early twenties if not before, and he or she concentrates on the establishment of a home for the family. It is, therefore, not till later in life, probably the early thirties, that the young adult begins to take a wider interest in non-vocational education not only recreationally but also culturally.

Scotland has for centuries encouraged its young adults to study their vocation. Claim could be made that it goes back to 1496 when the Scottish King decreed that the sons of nobles should learn law in order to fit them to dispense justice more equitably on their estates. When the Reformers passed their education act in 1560 they took care to establish not only primary and secondary education but also tertiary in universities. The Industrial Revolution in Scotland speeded up vocational training. Anderson's Institution was created in Glasgow in 1796 and in Edinburgh the School of Arts was founded in 1821. So was born the Mechanics Institute movement which spread from Scotland to England and Wales and to most of the English speaking world. It is interesting to remember that the two original bodies became Scotland's first technological universities, Strathclyde in 1964 and Heriot-Watt in 1966.

By the time England was passing her first education act in 1870 to establish primary education, Scotland already had an extensive system of technical education through what was known as night schools and continuation schools. In addition some enlightened industrialists set up training schools within their own factories and workships to train their own workers to become more efficient tradesmen.

The present-day system is merely an extension of the legacy of the past, perhaps more sophisticated, perhaps more orientated to the award of certificates and diplomas as evidence of achievement.

The Scottish Certificate of Education (S.C.E.) is no longer the end product that it was. The young adult seeks to add to it something with a vocational bias. The S.C.E. is an entrance qualification and opportunities have now been created to enable those who missed out at school to obtain their passes in further education colleges and centres. The Scottish Education Department has defined a vocational course as one "whose purpose is to prepare students for an employment or profession or to increase their skill or proficiency in an employment or profession. All courses primarily designed for students released from employment and all courses leading to a recognised external qualification are regarded as vocational." So also are courses leading to S.C.E. awards.

The young adult may attend any of a number of differing further education establishments depending on his scholastic achievements and on the qualification he hopes to obtain. At the lowest level there are Further Education Colleges and Further Education Centres, the successors of the old night-school. Many of these centres have been purpose-built in the last decade or so. They are essentially day colleges but most have a supplementary evening programme. Beyond the F.E. colleges are the Central Institutions controlled by their boards of governors, many of them having their origins in the nineteenth century. There is no real equivalent in England and Wales. Among them are the Colleges of Art, Domestic Science, Agriculture, Technology, Music, Textiles and Nautical Subjects. In the U.S.A. and many other countries such colleges are often departments of the local universities. In addition a number of professional bodies offer courses including the Royal College of Nursing, the School of Speech Therapy and the colleges controlling the professional qualifications of their members.

Just as varied as the colleges themselves are the methods by which students may complete courses and obtain qualifications. They may, of course, study full-time but as most have to earn a living in industry or commerce they can only spend a limited time in college. Various methods have been devised to help the young adult. He may study by means of a "sandwich course". This consists of a period or periods of full-time study in a college and a period of practical training in an industrial establishment. The college element must amount to an average of more than eighteen weeks in a year. The idea behind this type of course is that theory should be reinforced by practice.

Some employers, however, prefer what is known as "block release" whereby young adults are released from the workshops for a period of full-time education up to eighteen weeks in a year, while other employers prefer "day release" by which the young adult is released from employment for part of each week, sometimes only a single day. Some of the latter courses also include evening study as an integral part of the course.

The vocational educational system in Scotland has at its foundation the very large number of craft classes qualifying for the award of the City and Guilds of London Institute. These are generally sought immediately on leaving school and they concentrate rather on practical work than on academic theory. They are the first qualifications of the average apprentice and in a way they are the successors in time to the training given by masters to apprentices in the days of the crafts guilds. Progress is made from one stage to the next by passing an examination and generally it takes some five or six years to obtain the full craft certificate, by which time the young adult is in his early twenties. The various retail trades, the co-operative movement and a number of others award their own diplomas

which require study of varying length from two years part-time to five or six.

The next stage of vocational education in Scotland concerns what are known as Ordinary and Higher National Certificates. The O.N.C. may normally be obtained at the end of a two-year course on a day release basis while the H.N.C. is also a two-stage course at the next level. These certificates require S.C.E. passes for entry or good passes in the City and Guilds technician courses. These certificates are obtained by day release but if the student is able to study full-time and has better S.C.E. entrance qualifications he may enter courses leading to Ordinary and Higher National Diplomas. The O.N.D. has two stages and the H.N.D. three. Both are intensive training courses and are valuable qualifications for better employment and opportunity. These awards are controlled and co-ordinated by the Scottish Association for National Certificates and Diplomas.

In the field of commercial education the controlling body is now named the Scottish Council for Commercial, Administrative and Professional Education (S.C.C.A.P.E.) which operates similar national certificate and diploma courses. It operates through committees each of which is representative of the professional bodies who are specialist in the subjects of the committee's remit. At the lowest levels are the Scottish Certificate in Office Studies and the Junior Secretarial Certificate which are generally studied straight from school. At the next level, and probably the most important of the awards for the young adult, is the Scottish National Certificate in Business Studies as it can give partial exemption from some of the intermediate examinations of professional and commercial institutions. It is accepted, for example, by the Civil Service Commission as providing exemption from the written examination of the executive class.

The Scottish National Higher Certificate in Business Studies is for the young trainee executive and the like and the course is recognised by Industrial Training Boards as a useful entrance qualification for junior management employment. There are some twenty certificates available under S.C.C.A.P.E.

In 1964 the Council for National Academic Awards was estabilshed to award degrees to students not in attendance at a university. The Council is not an examining body but awards its degrees on the basis of examinations drawn up by the colleges providing the courses, the contents of which have been previously approved. C.N.A.A. degree courses are generally orientated towards some particular career in industry or commerce. Courses may be either full-time or sandwich. Only four colleges in Scotland are so far recognised and offer awards in architecture, various engineering and scientific subjects and business studies. The general qualification for entry is similar to that for universities (the equivalent of four S.C.E. higher passes). In 1970 (last year for which returns have been published) there were 1242 candidates for C.N.A.A. awards in Scotland at different stages. 139 students entered for the final examination and 130 passed. The motivation is high.

The Central Institutions award their own diplomas and courses lasting generally three or four years. Entrance requirements vary with the courses chosen but S.C.E. passes at higher level are mostly required. Colleges of Education train teachers but have expanded their syllabuses to include diplomas in social work, community service, youth work and the like.

In 1964 a revolution in industrial training was brought about by the passing of the Industrial Training Act. Training boards have been established and they conduct courses to improve the efficiency of the workers and especially the young adults. Further Education Colleges provide most of the training. A close liaison with the boards has caused to disappear much of the old criticism that college training and practice in industry were unrelated.

Universities in Scotland are not in general regarded as vocational institutes for the young adult. Most students, after their first degree, proceed to some professional college before they become teachers, accountants, bankers, engineers and so on. There is, however, a tendency for the young adult to expect his university courses to be more vocationally directed than did his grandfather who thought of the university as giving a cultural background for life.

LIBERAL STUDIES IN THE EDUCATION OF THE YOUNG ADULT

Ian Bowman

Liberal Studies are a feature of most curricula for the training at various levels of young adults in industry, commerce and social services. They have even begun to appear in University courses. They are part of the education of a very large section of the younger adult population of the country.

No adequate definition of Liberal Studies has yet been produced. The term, of course, derives from the concept of a liberal education; but this concept is interpreted in a much broader sense than the traditional one of education in the humanities. The term 'Liberal Studies' is so closely linked to others —general studies, social studies, complementary studies, related studies—that it is difficult to fix exact lines of demarcation. It is associated also with the growing body of studies that comes under the general title of "Communications".

The aims of Liberal Studies are wide. Broadly speaking, they cover disciplines intended to counter any tendency to the growth of a narrow outlook in the young adult which may derive from purely vocational training. More specifically, they aim at the personal development of the individual, in assisting him to think clearly and independently in fields of knowledge and experience outside as well as inside his own work practice; to express himself effectively in speech and in writing, and to understand the principle of communication currently used in human affairs; to gain an understanding of people and of the society in which he lives; and to develop aesthetic ideas and sensibility. The object is not so much to impart factual knowledge—although a certain amount of this is necessary—as to bring out the relatedness and unity of many branches of human knowledge and activity; to foster sympathetic understanding and alert interest; to help the individual to evolve an integrated personality capable of dealing with problems of human relations, and to assist him to play a full part in the development of the society in which he lives. The various disciplines by which it is sought to achieve these aims have been lumped together under the term "Liberal Studies", at best vaguely and inadequately defined, and covering the further education of a wide variety of young adults, from the semi-literate to those of University calibre.

As a result, the growth of Liberal Studies presents a confused picture. "A bit of functional English" has been extended to cover a wide range of literature. An elementary introduction to the working of local government has gradually evolved into a study of political institutions. Simple Trade Union history has built up into courses on Industrial Psychology and Sociology. Painting, music, photography, mountaineering, canoeing, chess have been thrown in haphazard where opportunity has offered. Projects on a wide variety of subjects have been developed at random. In the more sophisticated spheres, seminars and week-end conferences have made an appearance.

In such a proliferation of activities, educational values have tended to become obscured. The need for selection and standards has grown more and more obvious. The whole question of the direction of Liberal Studies and of what is appropriate in content and methods of presentation has been under scrutiny by various bodies closely involved—the Scottish Association for Liberal Education; the Scottish Institute of Educational Research; the Scottish Association for National Certificates and Diplomas; the City & Guilds of London Examinations Board. Obviously, the prime object of consideration has been the needs of the young adult embarking on life in the world of to-day. The picture of Liberal Studies has been clarified by the acceptance of three main categories of needs: (i) the need for a clear understanding of the individual's working background and of the society in which it and he exist; (ii) the need to provide values—aesthetic, spiritual and material—on which he can base his personal life and his attitude to society; (iii) the need for a proper appreciation of communication as a basic ingredient of all organised human groups.

Translated into practice in terms of Liberal Studies, this means the development of curricula in which a balance is maintained between these types of need. Generally this is done through a series of short courses, loosely linked together and extending over the whole period of training. It is important that students should have a sense of continuity and connection in their Liberal Studies. The courses are graded in length and intensity of study to meet the capacities of the various groups of students, with appropriate orientation of particular courses to meet the needs of a particular group. Students of electrical engineering, for instance, in studying the industrial background, will have more emphasis laid on the development of electrical knowledge and its practical impact on society than will students in the building trades. In dealing with the student's personal needs, it is recognised that there must be an element of choice. Some members of a class may opt for a course in painting, while others of the class may prefer a parallel course in music. Wherever circumstances permit, students are encouraged to choose their line of study from several possibilities. It is important that there should be flexibility in the series of courses as a whole, and also in the individual courses which comprise it. This flexibility is an important feature of Liberal Studies. Carefully handled, it is useful in relating different fields of study; but the temptation to digress into exploration of a field by students and teacher jointly must be kept within bounds. The necessity for preserving a balance between courses must always be held in view. Project work provides good opportunities for relating different fields of study, and a link between Liberal Studies and the student's technical work can sometimes be usefully demonstrated. Students from the foundary industry doing modelling as part of their Liberal Studies branched out into the experiment of cutting models in polystyerine. They took their models to the Foundry Department, where they cast them in metal. Students working on a social science project for the welfare of old people obtained the co-operation of students of electrical engineering in designing a system of warning lights and bells to be fitted in houses of old persons living alone, who might require assistance. Projects involving the writing of technical reports have been given a practical slant by dealing with fire and other safety precautions in laboratories and workshops.

Audio-visual aids are used, not merely for illustration, but for the development of critical faculties and aesthetic values. They are sometimes followed up by practical exercises in the production of programmes which demonstrate the problems involved and give a background of personal experience to the development of critical judgment. Discussion and elementary research play a large part in the presentation of Studies, with a similar object in view. The importance of active and practical involvement of the student in the work of his courses is emphasised. As far as possible, the pursuit of a particular line of study is a matter for joint exploration by the teacher and his students.

A typical series of courses in Liberal Studies will involve the following: (i) A wide historical survey of the growth of an industrial society, with particular attention to the student's field of work and its impact on the general picture; courses on Trade Unions and industrial relations; government and administration; social institutions; economic problems; and consideration of current affairs in the wider background of the course. (ii) Some studies in sociology, with emphasis on practical work—surveys, use of statistics, the manipulation of groups, the effects of technology on environment. (iii) Studies in aspects of communications, covering speech and writing, graphic presentation, mass media and their effects, and the processes of thinking and reasoning behind purposeful communication. (iv) A choice of courses in the arts, and on pursuits connected with the individual's personal interests. The depth of study varies according to the capacity of different groups, and attempts are made to introduce particular groups to fields outwith the normal course of their experience. Liberal Studies for students of commercial subjects often include general science or domestic electricity or metalwork or joinery. The idea of science presented as a Liberal Study is now being widely canvassed.

The study of modern languages other than English plays little or no part in courses in Liberal Studies. As a rule, the time allotted for Liberal Studies is insufficient for the requirements of foreign language study. But the international element is found in the study of comparative cultures and political systems.

Time allocation often makes it difficult for a course to be followed in any depth; and too often in practice Liberal Studies can do little more than stimulate an interest in a particular line of study. It is here that a link with the broader field of adult education might be rewarding. Students whose interest is aroused by a particular course in Liberal Studies frequently lose that interest when the stimulus is withdrawn. If an appropriate course in adult education were available, it might be possible to offer a continuing stimulus to the student to follow up that interest. A certain amount of dove-tailing between courses in Liberal Studies and courses in adult education should not be impossible, and this might provide a useful continuity of study for an individual who was interested in pursuing a particular line after the completion of his Liberal Studies. Indeed, it is possible to envisage an extension of this complementing of studies. In many centres of further education it often happens that certain courses of Liberal Studies, for which there is a demand, cannot be provided—possibly through lack of competent staff, or lack of facilities. An adult education course which could provide the staff and/or the facilities might well be regarded as an adequate substitute which could meet the demand. There would, of course, be many problems to be overcome in arranging this; but they need not be insurmountable. The general aim of Liberal Studies could be met, and the educational value of the individual's contact with Liberal Studies might well be enhanced, if he could follow an accepted line which appealed to him, rather than one laid down by the institution, which had no interest for him. The overlapping of Liberal Studies courses with courses in adult education might well be a step towards the encouragement of young adults to continue the exploration of educational possibilities on a voluntary basis in their leisure time. The experience gained from presentation of Liberal Studies courses might well be useful as a guide to the direction of subsequent courses in adult education.

THE YOUNG ADULT AND RECREATIONAL EDUCATION: EXPERIMENT: DUNDEE

Geoffrey V. Drought

The establishment of the Alexander Committee in Scotland and of its counterpart, the Russell Committee, in England and Wales should be a momentous decision for adult education throughout the United Kingdom. It is disturbing to learn that so few resources have been made available to either committee to cope with the mass of evidence which should be collected and sifted before any findings are published. At least the Russell Committee had the results of the 1970 survey undertaken by the National Institute of Adult Education available to it when a start was made. No comparable survey has been carried out in Scotland. It is therefore doubly important that the interpretation of relevant data and statistics should be discerning if any worthwhile conclusions are to be reached on adult education in this country.

As part of the exercise of gathering its evidence, the Alexander Committee took the sensible step of setting up case studies in three areas, namely Argyllshire, a rural area, Fife, mixed urban and rural, and Dundee, representing provision in an urban setting. Questionnaires were distributed to students and tutors alike, each designed to elicit the information necessary to obtain a picture of current practices and expectations. Analyses of the answers received are in the course of preparation; but no statistical evidence will adequately describe the quality or character, whether good or bad, of the work being done. To this end, it may be useful to outline some of the activities in recreational education which are taking place in Dundee, with particular reference to the interests of the young adult.

The list of higher education establishments is impressive for a city with a population of some 182,000 : a university, a college of education, a college of art and one of technology. Each has its own body of students seeking outlets in recreational education and many of them in the 18 to 25 year age group find opportunities for leisure time activities through working with their own or their adopted community. The same applies to the young adults in the two further education colleges which serve the Tayside Region. The total number of students in formal post-school education is about 15,500 or 8·5% of the city's population ; and, like so many of their contemporaries, these young men and women are concerned about the nature of the society in which they live and prepared to give generously of their time and talents to help others.

One of the agencies through which the young adult works is the city's Youth and Community Service. Firmly based in education, this service forms part of the main stream educational provision in the area. Large purpose-built centres have been established in community complexes which include a shopping precinct, library, health clinic and a police sub-station. The most recently approved centre is to be built at a cost of £279,000 in a community which has no secondary school sited within it and consequently a dearth of facilities for social and recreational education.

Planning the centre provision has always envisaged dual use of secondary school premises, where available, with reciprocal use by the school of centre facilities. One school has a swimming pool but no large games hall ; the adjacent centre, on the other hand, has no pool but indoor facilities for basketball up to international standard in a multi-purpose games hall. (The Scottish team trains there.) Programme planning is arranged in each educational centre to ensure maximum use of the plant and there is admirable co-operation between Heads and centre wardens. The further development of the community school concept is to be seen in the building of community wings which are intended to bring the public on to the school campus and to act as one of the agencies whereby the school reaches into its own community.

It would be wrong to give the impression that buildings are the focal point of a service which is concerned with people. Indeed, the young adult often reacts strongly and rightly against the idea of a community development which is centre based. The only excuse for making facilities available on such a scale is that it enables community workers to give as well as to receive. Certainly, there is work to be done inside the centre. Professionals with their teams of part-time helpers arrange programmes of events, activities, classes and discussion groups in such a way that members learn something about themselves and about one another. At the same time as they are learning a new skill, whether it be in screen printing, lapidary work or five-a-side football, the members come to know themselves better and more about interpersonal relationships. Aggression, timidity, impatience or selfishness may be quickly revealed to oneself in a new stress situation as a hitherto undiscovered part of one's character. Others may have known about these qualities for years ; but it is part of the role of the professional community worker to help the individual to understand better himself and his place in society. It is the duty, therefore, of the trained worker to detect the strengths and weaknesses of his clients, to reveal these qualities to the individual by placing him in situations which are likely to uncover such qualities and then to give guidance and help where necessary. Here is social education taking place within a centre setting.

To build on strength and to overcome weakness may be done in a number of ways. The centre's pre-school playgroups which run every morning are not just a child minding service. Quite apart from the child development involved, the contact between the young mothers is seen to be of value and something on which to build. Most playgroups give rise to the formation of young mothers' clubs. This gives new outlets and interests to women living in high rise flats or depressed housing areas and removes the sense of isolation which so often besets the young wife in the nuclear family unit. Recreational education thus promotes the quality of life for these young adults.

Old age pensioners come to the centre for lunch. They enjoy watching the bustle of activity in the playgroup before they start their meal. There is a wealth of understanding between the old and the very young, the spirit of which is perhaps nicely captured in one of the photographs contained in Curriculum Paper No. 8 on Community Service in Scottish Secondary Schools. When the under fives and the young adults who look after them have left the centre, the old folk settle down to their own activities. It is important to ensure that not everything is done for this age group but that they have the opportunity to make their own plans, to run their own clubs and to organise their own entertainments. The strong sense of independence which is so often to be found in old people should not be eroded by well-meaning but misguided and unnecessary help. It is therefore interesting to note that the coffee bar in each centre is usually run by the older members who quickly appreciate the opportunity to make a worthwhile contribution to the life of the centre. Equally, meals for visitors are often prepared in this way.

Shift workers, many of whom fall into the 18 to 25 age group use the centres for recreational education during the day-time. By four o'clock the centres begin to fill up as pupils from primary and their secondary schools come in. Young adults help with these groups, often on a voluntary basis. As the evening wears on, teenagers and adult groups start to arrive and the workers become the clients, themselves enjoying the facilities for leisure-time activities.

If the picture so far suggests a service which is centre-based, it should be corrected. The centre provides resources through which the members reach out and back again into the community from which they have come. A centre baby sitting service enables the young husband and wife to get out together when they want, to the enrichment of their marriage and family life. In-patients who are ready to become out-patients at the local mental hospital are helped to overcome the terrors of facing normal daily life by being integrated in centre activities. An arts and crafts club run by students from the college of art at week-ends leads to excursions into the hinterland: whether it is to gather stones on the nearby beaches for polishing or to gather wool in the hedges and ditch rows of the surrounding countryside for making a rug, the community is learning to use and enjoy its natural environment.

Perhaps part of the role of the centre is best illustrated by the work of Ancrum Activities Centre. In an old one stream primary school which housed 96 children, a city based outdoor activities centre has been established. It has a membership of about 1,200 people who use the centre for club meetings, lectures, discussions and programme planning. Equipment for most pursuits is available for hire and members are more often out of the centre than in it—ski-ing, sailing, canoeing, rock-climbing or hill-walking. Here the young adult finds companionship and friends with similar interests.

An adventure playground built and staffed, an outing with handicapped youngsters from an Occupational Centre, a Christmas party for old folks, a fuel collection and delivery service to pensioners during the power crisis—all this and much more besides would suggest that the young adult, be he student or factory worker, poet or pedlar, is helping to create a caring community.

Recreational education has many facets. For the young adult to-day, it would seem that the opportunity to serve others, to make a contribution in the community is often reward enough. Of course there are those who have neither the skill nor the desire to help; but there are sufficient indicators to suggest that in the 18 to 25 age group there is a social conscience which needs outlets to be fully developed. The experiment in Dundee is designed to meet this need.

THE MASS MEDIA AND THE EDUCATION OF THE YOUNG ADULT

D. W. Mackenzie

While teaching Liberal and General Studies in Further Education, for a period of four years, I frequently made use of mass media material as a basis for the discussion and examination of topical, social and political issues. Provided that enough students had read the newspaper article or had seen the television programme, the method enjoyed a reasonable degree of success. In essence, however, the material used was secondary to the issues raised in discussing it and, as most teachers of Liberal Studies would agree, these issues often digress considerably from the basic content of the original.

However, for the past two years I have had the responsibility of constructing a course entitled, perhaps somewhat pretentiously, "Communications and Techniques of Persuasion" which is aimed at girls who are in the third year of their training as teachers of Domestic Science. Since they will be responsible for teaching "Consumer Education" in schools, emphasis is placed on the part played by Advertising in mass communications. In setting out to establish a course of this nature, the teacher responsible is comforted by the obvious fact that the young adult of today has grown up in an environment in which the mass media are all-pervasive. I found it useful to introduce the course by conducting a survey of the students' viewing—listening—reading habits. The amount of time spent, when considered on a weekly basis, can impress on the students the centrality of the mass media to their everyday existence.

This approach is not as naive as it might sound since, when dealing with a body of material that is not a recognised academic "subject", the teacher has to convince the group that there are sound educational reasons for creating such a course. In the initial stages, the very word "Communications" helps to lend an air of importance to the proceedings. It is, as Richard Hoggart points out in his Reith Lectures "a catchword, a cult word". However, the initial value of the word's trendy connotations is dissipated as the course progresses and the students discover that it cannot live up to its vague promise of gradually revealing an exact science of human communications. This is a point to which I will return later. I will now outline the fundamental aspects of my course, before evaluating its educational impact on these young adults.

The first basic approach is that used by writers such as Hall and Whannel in their book *The Popular Arts*. This involves establishing criteria against which the products of the mass media can be evaluated in the same way that we judge the qualities of "serious" books, plays and music. The varying connotations of the word "culture" are vital in this context since, in my experience, most students consider that the word should be applied only to those artistic creations which the formal educational system hallows and which they have been taught to praise, if not to enjoy. The aim of this area of the course is to establish a critical and discriminatory approach to the mass media, e.g. the language of advertising; the level of argument in newspaper articles.

The second approach involves the examination of the institutional aspects of mass communications and attempts to relate them to the social and political forces which operate in contemporary Society, e.g. B.B.C. *v.* I.T.V.; the control of the Press; the economics of the "Pop Industry". Writers such as Raymond Williams, Richard Hoggart and Brian Groombridge are very helpful when analysing the uses made of the mass media and discussing their potential for development. The impressions I have gained from the teaching of this body of material are somewhat negative and inconclusive but I think that I have learned from them and I hope that they will be of interest to all those who consider the "educative" impact of the mass media to be important in relation to "Lifelong Learning".

In my experience most students find difficulty in applying their critical faculties to the "content" of the mass media. In a sense, to use the appropriate jargon, the

material performs as great a "narcotising dysfunction" on these students as it does on the public at large. For example, the stereotyped view of life depicted in magazine and television serials is regarded as slightly absurd but, significantly, mildly absorbing. Advertising tends to be viewed as an amusing, if sometimes ridiculous, game which is free from any serious social implications. Perhaps most interesting of all, the political aspects of the mass media are almost completely unknown to a majority of the students, e.g. many *Daily Express* readers consider it to be a Socialist newspaper because it appeals to "the working man". It is significant that none of the students had heard of the major controllers of mass communications such as Lord Hill and Rupert Murdoch. The idealistic concept of a democratic system of mass communications, put forward by writers such as Williams, Hoggart and Groombridge, is accepted as examination material but not as a practical proposition.

In general, the "entertainment" aspect of the mass media is seen as being central. The "informative" and "educative" aspects, on the other hand, are regarded as important, but optional, interruptions to our leisure entertainment. Students find it difficult to study and evaluate the mass media in an objective manner. For example, there is a cult among many students for "Underground" or "Progressive" pop music but few of its devotees appreciate the ironic contrast between the "revolutionary" message put across by many artists in this field and their own conventional attitudes and life-styles.

It seems to me that the conforming pressures inherent in the mass media present grave difficulties in constructing a course of studies aimed at analysing and evaluating their structure and content. Raymond Williams' view that our society has created artificial dichotomies between "work" and "education", on the one hand, and "leisure" and "life", on the other, seems to me to be relevant in this context. In my experience, these dichotomies are very real and most students tend to see the mass media as being associated with the two latter concepts.

Perhaps the most crucial difficulty I have encountered is that most students wish to have definite "proof" of the influence of the mass media. Owing to the paucity and inconclusiveness of existing mass media research, this simply is not possible. Much recent writing on the subject has put forward the interim view that, in all probability, the impact of the mass media, for good or ill, is much less dramatic than was previously supposed, e.g. the reaction against Vance Packard's views on the dire social and moral implications of Advertising. However, if this approach is over-emphasised there is a real danger that the mass media will be regarded as peripheral to the development of society and, as a result, will be left in the capable control of a handful of "experts". Certainly, I have found that the various theoretical approaches to the mass media tend to be dismissed as fanciful because the evidence put forward to support them is, of necessity, inconclusive.

Another difficulty I have encountered is that, in dealing with the content of the mass media, there is a real danger that the teacher is seen as a guardian of "high culture" who is defending it against the encroachments of "popular culture". The word "popular" is used in this connection although we are really dealing with "mass culture" which is, very often, an entirely different thing. Here again, we are faced with the fact that many young adults, even those with Leaving Certificate qualifications, tend to regard the cultural values put forward by the educational system as less relevant to their needs than those of the mass media.

In concluding, I wish to emphasise that despite these difficulties, which, inevitably, stem in part from my own shortcomings, I am still firmly convinced that a course of studies centred round the mass media has a potentially vital part to play in the education of young adults. I feel that educators must adopt a positive stance in relation to this vital feature of modern society.

In a witty and thought-provoking essay in the *Observer* colour supplement, Colin Morris expresses the following viewpoint:

> "The silent majority are the end-product of a process of trivialising society pursued by those who control our intake of verbal and visual imagery. Never in the history

of the world can such a wealth of technological skill and human ingenuity have been dedicated to such paltry ends."

This controversial view of the mass media is the complete antithesis of McLuhanite optimism and many will regard it as an equally extremist standpoint. However, I have learned enough, in trying to construct a meaningful course in "mass communications", to know that the issues which he raises are of central importance and must be seen as such by the educational system. If this does not happen, I believe that there is an increasing danger of mass communications dictating a "bland conformity". I cannot hope to "prove" this but, as Hoggart points out in the inspiring conclusion to the last of his Reith Lectures, "we all believe more than we can prove". Hoggart considers that "Communications", at every level, must be based on "truth to experience" and a meaningful system of values. I feel that he is right and that the educational system must grapple with the moral, social and political issues raised by the development of mass communications. This, for me, is a vital facet of Adult Education which must be developed even if, as is almost inevitable, such an approach is said to be "idealistic" or "utopian", in the slightly pejorative sense in which people often use these words.

THE INFORMAL EDUCATION OF THE YOUNG ADULT

J. McKinney

Each week in Scotland 50,000 adults give up some portion of their evening or weekend time to work with young people. Over 321 centres are devoted exclusively to youth and community work, 2,540 schools are used on a part-time basis and 250,000 young people enjoy membership of over 14,000 youth groups or units of organisations. By the late '70s, the number of full-time workers employed will have risen from the present 400 to 1,500. For several years now, the number of part-time youth workers participating in training courses has constituted the biggest single group in the country engaged in non-compulsory adult education.

Whilst it is possible to produce figures indicative of a continued expansion in the provisions for youth and community service, it is not so easy to gauge the success of the actual work being done. It is, therefore, the purpose of this article to consider the contribution of youth and community service to the informal further education of the young adult.

There is now an increasing acceptance by educationalists that Youth and Community Service is concerned with the twin areas of social and leisure education. The Service is conceived as an educational provision made within varied social and leisure settings for the enjoyment, enrichment and development of individuals, groups and communities. Its first intention is to encourage and support the adolescent in his social growth, developing a process that has been begun in the family and has continued through the young person's contacts with others within the institutions and situations in which he has found himself. However, whatever creative social capacities he does manage to develop will largely have come from his involvement with other young people. Adult society may care to provide both stimulating rewards and discouraging sanctions to guide young people towards modes of social behaviour acceptable to itself, but the adolescent's eventual social self will only evolve from his interaction with other adolescents. This explains why Youth and Community Service, whilst organised as an administrative entity, still requires to make "separate" provision for youth in settings that youth will find acceptable. It explains the Service's concern in its programming with participation, and in its training with social group work. This is not an attempt to separate youth from adults, or youth from its own community, it is a recognition of an accepted psychological principle concerning the social growth of young people. It is also the provision of what for many young people will be a welcome link between adolescent and adult society, for above all else, social and leisure programmes for youth groups must enable clubs, centres and units to become outward-looking and community-based. The starting-point of the Service's efforts to achieve this will only be found in the

development in each agency of a sound pattern of social group work by the adults concerned, the first fruits of which will be seen, at no matter how simple a level, in the beginnings of youth participation in the affairs of the agency. Encouraged, sustained and developed, participation in decision-making processes will evolve towards a gradual but definite acceptance of responsibility by the young people involved. Through the sense of responsibility which this will engender, each adolescent will begin to benefit fully from the agency's programme of social and community training and arrive in due course at some sense of identification with, and perhaps commitment to, the agency and its purposes, and to the community and its needs. Though it has recently become fashionable in our society to speak of the need for people to become involved in the decision-making processes, and whilst a regular topic on past Youth Service training courses has been "Member Involvement in Management", no youth worker need think that his Service has been ahead. In reality, our views to date on the participation and involvement of young people in youth work have been as impoverished as in other institutions and have rarely extended beyond marking the register and sweeping up the clubroom.

In the last Government, Denis Howell suggested that the time had come for the older adolescents to be in charge of their own leisure centres, employing youth and community workers in much the same way as a manager might be employed by students to organise their facilities. Predictably, no one took him up on it. Some will, of course, say that youth involvement in Youth Service is one of the Service's most cherished traditions, but few can claim a satisfactory record. New initiatives are needed urgently, lest even greater numbers of older, intelligent, creative and enthusiastic young people reject Youth Service offerings as irrelevant to their own and to their community's needs.

Meaningful participation in the wider community can begin for many young people through their involvement in a youth group's programme. A programme can be defined as the use made by the group of its available resources; the community itself, the agency's staff, helpers and members, the facilities and space, the equipment, the time and the money. When a group has decided how to use these resources it has already arrived at a programme, but these are decisions that cannot be left only to the club committee or to the adult helpers. The programme should reflect the needs, wants and opportunities associated with the locality and the groups of young people for whom it is intended, and, therefore, it is in the identification and evaluation of those individual, group and community needs wherein lies one of the finest ways of enriching the young person's social experience and sense of community participation. The basis for such an identification will be a study of the community, and in this, youth groups will discover a task that can be continued on a permanent basis with and by members, a continuous assessment of new needs and new opportunities, a possible milestone in each young person's social and community education. Following a listing of the community's characteristics under headings like health and welfare, law and order, leisure provision, employment, housing and family life, transport and similar topics, joint planning between adult helpers and the young can centre on possible objectives and priorities for the youth group's own programme to enable it to meet some of the needs, and to exploit some of the opportunities. Many young people will be familiar with community studies from school days, and their youth group survey will present them with opportunities to employ their knowledge and skill in ways wholly pertinent to the making of real decisions effecting their own social and leisure arrangements. Given creative leadership, neighbourhood surveys could be instrumental in developing in young people a fine sense of social awareness and a positive and practical approach to their community's problems and potential. One can only hope that the extent of programme and community participation by young people will soon become one of the main criteria for the measurement and evaluation of the work of both full-time and part-time Youth and Community Service workers, and that success in this respect will be recognised as the hallmark of effective youth work.

If the first intention of Youth and Community Service is concerned with the young

adult's social education then its second intention is with his leisure education. The Youth and Community Worker will be interested in leisure for five reasons.

Firstly, *through the fuller use of leisure to help young people to use their free time more successfully*; and it is the young people themselves who must judge the outcome in terms of their personal enjoyment and satisfaction.

Secondly, *through leisure activities and settings to provide social opportunities for young people.*

Thirdly, *through these same activities and settings to provide himself with an opportunity to work with individuals and groups.*

Thus there is a close relationship between the Service's socio-educative function, its "learning for leisure" function and the fact that its provisions and programmes can be located in a variety of leisure settings and agencies.

Fourthly, *through the introduction and development of a leisure programme to enable young people and adults to develop a specialist leisure skill or skills, or a hobby, or an area of interest, of their own choice.*

Fifthly, *through the encouragement and support in their communities of new and existing youth and adult gatherings, groups, sections, clubs, societies, associations and other bodies, to contribute to the quality of the social and leisure developments of these communities.*

Any programme of leisure education for young people must begin in the school, and whilst there has been an increase in the variety of activities available, and apparently in the number of pupils who participate in them, the finest opportunities to promote learning for leisure have yet to be exploited. These will undoubtedly be found within the framework of those secondary school subjects which have a high leisure content and value.

One is disappointed, if not appalled, at the "waste" of leisure talent, the lack of perseverance, the almost total absence of follow-up. Where are the musicians? What happens to those youngsters who participated so energetically in role-playing and dramatic activities? Are there none who feel compelled to continue painting, or to extend their skill in crafts? Is it not sad that so few girls seem to develop the social and domestic skills begun in homecraft courses? And if there are so many new sports being taught, where are the new adult community sports clubs?

There are perhaps two views to be taken of this problem. Either teachers are aware that their subjects have a particular leisure value, but that development is being stifled due to the inadequacy of post-school leisure provision and the absence of adult encouragement. Or teachers have yet to realise that facets of their subjects can have an immediate relevance to the post-school leisure patterns of their pupils. It must be seen as regrettable that Youth and Community Service personnel have been so slow to recognise this need as one of their appropriate areas of responsibility. Their constant search for a professional identity has blinded many to the comparatively straightforward but important task of arranging positive leisure programmes to encourage young people to continue in their local communities at least some of the interests and activities begun in school.

One can call to mind young people whose musical tastes focussed only on the obscenities of pub folk singing. Yet skilled leadership in informal youth club settings led some to international folk dancing, some to advanced guitar tuition, some to the public stage, some to the writing of poetry, others to further and higher education.

In Scotland we have produced our share of young, urban peasants who, like their rural counterparts in other countries, have thrown up their own urban guerillas to harry the enemy. So far our home-bred variety have only damaged walls, each other and the occasional passer-by. But things may not continue at this level. It is more than a possibility that there will be an increase in the numbers of young people involved in anti-social behaviour. None would claim that the mere provision of leisure programmes would be a substitute for the present housing scheme hostilities, but it has to be one of the answers. All the evidence to date suggests a direct link between an increase in social and recreational opportunities and consequent reductions in vandalism and delinquency.

However, it is not sufficiently ambitious merely to provide facilities, or to make fuller use of those already there. Nor is it enough to aim only at the encouragement of skill-practice and activity-participation. Rather we must directly promote new neighbourhood clubs and societies where local people—beginning if necessary with the school leavers—may not only persevere in the skill or interest of their choice, but be wholly involved in the making of decisions affecting *their* club or society. Again, skilled community workers can animate interested local people to establish such groups and gradually assist their members to reach a position of independent, responsible, democratic participation.

Of course, many such groups will require considerable support from trained helpers. Others will mushroom energetically then quickly die off. Yet does it honestly matter if some don't survive for generations? Whilst they lasted have they not been of value to those concerned even if only in some negative way? Some will persevere, providing enjoyment to individuals and enriching the quality of the community's life.

The lessons of such an approach should not be lost on youth and community workers interested in community development. Let them recognise the relationship between the continuance of leisure interests and activities from school, the establishment of new groups and clubs, and the social and leisure development of each community.

Though some improvements have occurred in the development of social and leisure education, the best is still to come. The patchwork nature of the provision in schools, further education and youth and community service leaves many young adults untouched by the facilities, activities and relationships that excite and enrich the lives of others. The scramble for certificates may leave them with a poor sense of social values, with restricted opportunities to extend their social experiences, and with too few opportunities to discover their powers of initiative. It is to be hoped that greater numbers of educationalists will grasp the importance to young Scots and to the nation of intelligently conceived programmes of social and leisure education.

CURRICULUM PLANNING FOR THE RAISING OF THE SCHOOL LEAVING AGE

Norman M. Macaulay

It is questionable if the terms "early leaver" and "extra year" have any real significance in the context of planning for the raising of the school leaving age. The present "early leaver" will be sixteen or over when he leaves in 1973 onwards and will have completed at least four years of secondary education. One can plan, therefore, for the first time on a four-year basis for all pupils. It would be unwise to overweight a curriculum for their "extra year" of schooling with courses unrelated to what had been done in previous years. Too many have advocated courses for the terminal year which would be no more than time-filling exercises and whose object would not deceive the pupils. It is necessary to provide a balanced curriculum over the four years of schooling catering for a varying range of ability. In the past the Brunton type vocationally based course has been the main offering in providing for the early leaver. The emphasis has been on the "practical". Technical and Home Economics have generally been the "core" subjects, and the extra year has been chiefly devoted to making them think in terms of the world of work. If R.S.L.A. curricula are to be successful they must offer education in the broadest sense to all and not just to a minority.

There are two ways by which we can extend the scope of our present system of provision. One is by allowing pupils to take a varying number of Scottish Certificate of Education subjects on the ordinary grade according to their ability. At the moment many pupils in our schools to-day have too heavy a load for their capacity and others too undemanding a load. A time-table which allowed a pupil to take any number of ordinary grades from one to seven would be the ideal, and would motivate many of the former "early leaver types" to take a limited S.C.E. course. The introduction soon of a system of grades (A to E) recording

passes and fails in the S.C.E. Ordinary Grade examinations will hasten this trend. The strict categorising of pupils in the past into three distinct ability groups (S.C.E.: Brunton: Non-Brunton) has been unfair to the many "in betweens". It has been recognised in the past few years that some pupils, particularly those in the vocation-type courses were not being stretched, and were actually capable of taking a limited number of ordinary grade subjects.

The second way of extending the scope of the present provision is by offering more interest-based non-S.C.E. subjects as optional studies. Non-S.C.E. pupils until now had virtually no choice. It was technical-based courses for boys and home economics for girls. The subject areas as outlined in the Glasgow Plan for R.S.L.A. would be an example of what could be done to correlate subjects so that purposeful courses could be developed. For pupils taking fewer than seven ordinary grade subjects there is a choice from three main areas:

Creative Arts, e.g. Woodwork, Metalwork, Pottery, Cookery, Art, Music, Drama, Fabrics and Fashion.

Industrial Arts, e.g. Mathematics, the Sciences, Technical Drawing, Workshop Practice, Building Crafts, Motor Mechanics, Seamanship.

Business Economics and Social Studies, Secretarial and Business Studies, Modern Studies, Food and Nutrition, a Language, Biology, Horticulture.

Certain subjects from the above options will be grouped in units of five periods and synchronised with the periods allotted to particular S.C.E. subjects. This will give free movement between S.C.E. and non-S.C.E. courses. Schools would naturally make adjustments to suit their own conditions. Sampler and correlated courses could be devised from the elements in each of the non-S.C.E. optional areas. For pupils taking a full S.C.E. course and with no time allotted for the optional areas an opportunity would be given to take one or two of the subjects during Education for Leisure time.

It is interesting to note that at Bielefeld, the industrial city and centre of linen manufacture in the northern part of the Federal Republic of Germany, a similar development is taking place in what they call an experimental laboratory school of 660 pupils. "Experience Areas" are designated from which pupils have a free choice; these areas are designated Social Studies, Perception and Design, Skills, Natural Sciences, etc. Pupils are not divided into classes but into year groups as in the Glasgow Plan. Both systems recognise the need for a more highly developed pupil-centred structure, with a complex time-tabling system which would allow the above average, the average and below average to develop themselves to the limit in any particular field of study.

Provision of courses for the raising of the school leaving age must take account of the educational trends during the last decade. The Junior Secondary Schools and Senior Secondary Schools began to disappear rapidly in the "sixties" to be replaced by the Comprehensives with their greater variety of subject options. The numbers presented for the Scottish Certificate of Education rose from 17,175 in 1960 to over 100,000 in 1971. The Brunton Report of 1963 "From School to Further Education," tried to make education relevant for those who were not good at passing examinations. It was an attempt to treat the vocational impulse as a springboard for general educational objectives—unfortunately its implementation in the schools became associated with job training in the minds of pupils and parents. And in 1965 the publication of the Ruthven Report marked the first major move towards the destratification of pupils from the rigid divisions of S.C.E., Brunton and non-Brunton types. It advocated a Common Course in the early secondary years and stressed the importance of a balanced curriculum with examinable subjects complemented by non-examinable ones during minority time. It was inevitable that all these trends should culminate in a new curriculum framework for the raising of the school leaving age in 1972 when pupils, concentrated mainly in all-through comprehensive schools, would require to continue to at least a fourth year.

Curriculum planners for R.S.L.A. must ensure that certain basic subjects in addition to the ones already specified appear in every pupil's time-table. English and Maths/Arithmetic are such; so also are Religious Education, Physical Education and Education for Leisure where indoor and outdoor

activities of a non-examinable nature will invigorate the pupils and enable them to concentrate better on their more serious tasks. If every pupil is to follow a balanced time-table then these elements must be basic to all. Renfrewshire, Dunbartonshire, Aberdeen and Angus have all produced suggestions for courses for the raising of the school leaving age and are at one in their recommendations of the need for balance in the curriculum and for the inclusion of the above subjects.

The need to include time for guidance in everyone's curriculum has been recognised by the setting up of Departments of Guidance in almost all of the secondary schools. Our "early leaver" after 1972 will be one year older and one year more mature. He needs help for the personal problems of the adolescent, for the understanding of the complex society he will enter after leaving school, for the best way of using his leisure and continuing his education after school, and for the understanding of the many vocational opportunities open to him. In fact Guidance is necessary for all pupils and not just the former "early leaver" type.

If education is to be a continuous process we must foster links with Further Education for the pupil, especially in his last year of schooling. Many colleges have a contribution to make to many of the courses which will evolve as a result of R.S.L.A. I do not advocate unloading pupils on to Further Education Colleges for two or three days each week, but some contact between the two spheres of education is desirable. It may be release in four period blocks, or one week in a session or one week a term; the association should be such that the pupil is given an opportunity to sample the F.E. pattern of education and savour the atmosphere of a college.

The development of links with the world beyond the school is essential in any plans for R.S.L.A. The outside world could be brought to the school in the form of persons who would give general talks, or talks about their jobs, or give instruction on particular skills such as Golf, Archery or Angling. Also it would be desirable for pupils to go beyond the school confines for curricular study. A whole range of subjects such as Geography, History, Biology, Art and Physical Education, together with other emerging inter-disciplinary components, e.g. Environmental Studies and Modern Studies are, and should be increasingly associated with outdoor experiences, activities investigations, etc. The observation and interpretation of an environment involves the acquisition and application of skills and techniques central to education. The opportunities afforded by these activities bear directly on character development. They represent series upon series of real situations which require the young person to be an individual or a member of a team. Outdoor education can be shaped to a wide range of educational emphases, with whatever degree and type of relation to the curriculum is wished. It can enrich the education of the high-flier, the struggler, the extrovert, the withdrawn; and sometimes will do so best when these types are mingled.

The most serious challenge to the curriculum planner for R.S.L.A. is the less able pupil who can constitute 15-20% of the total school population. In the years to come when adults in the new technological age have an abundance of leisure time he will be a big social problem, unless he has been educated, not just for the acquisition of skills in numeracy and literacy, but for the proper use of his free time. Perhaps he will have more free time than most because he cannot be employed to the same extent as others. "The developed industrial society," states Professor Musgrove, "has a reduced need for young, immature and above all unskilled labour. . . . We have to discover how a more academic curriculum can be made to work with less naturally gifted people." It is vital, therefore, that the less able are not isolated completely from others, especially in their later school years. They must be brought into the framework of the options, for there are many activities which they can do in common with their more able brethren. Motivation for responsible action will be greater if they are brought into the mainstreams of school activity. For too long they have been confined for much of the week to the practical subjects departments.

If I have a philosophy of education for R.S.L.A. and beyond, it is that for all young leavers we should bear in mind the importance of giving them a broad humane form of education regardless of their intellectual ability.

RECENT WRITINGS ON ADULT EDUCATION: CRITIQUE

Norman Dees

Studies in Adult Education (Volume 3). T. Kelly (editor). David and Charles. £2·25.

University Studies for Adults. Allen Parker and S. G. Raybould (editors). Michael Joseph. £3·00.

It has been said often enough that adult education is the Cinderella of the educational system. University Extra-Mural work indeed has been described as the off-licence department of the University. The national expenditure on informal and liberal education for adults is less than 1% of the total educational budget. Moreover, the administrative structure is inprecise including, as it does, a wide range of activities carried out by both statutory and voluntary bodies. The exact categories of income and expenditure are obscure, and the grants made to it appear under a complex of headings. Sometimes it is seen as a largely recreational activity, sometimes it is comprehended within the youth and community service, and sometimes it is formalised with vocational objectives.

In the same chaotic way the teaching of adults is carried out without any formal national reference of training and qualification. At the centre of the activity is a small body of full-time and frequently dedicated professionals whose full-time teaching nevertheless amounts to something less than 5% of the work. The rest is carried out by lecturers and tutors employed on a part-time basis, some of whom have formal training for school teaching and others have irreproachable academic qualifications, but the degree to which either their training or qualifications are appropriate to adults is a largely unanswered question.

In such a situation it is hardly surprising that those who are engaged in the activity on a full-time basis constantly seek to systematise and define the operation and, above all, wish to introduce criteria of publication and research. Adult educationalists have often written largely for each other in what is all too frequently a private and esoteric language. Both these books in their different ways represent efforts to break through this barrier and to present aspects of adult education to the public notice in a serious and considered fashion.

Studies in Adult Education. Published on behalf of the Universities Council for Adult Education and edited by the Director of Extension Studies at the University of Liverpool, seeks to bring together a wide range of experience and reflection both here and abroad. The articles reflect the diffuse nature of adult education over a wide geographical scale. It ranges from direct work experience of community education in a working class area of Liverpool, a report of community and college activities in Leicestershire to sociological and philosophical commentaries on the place of humanism and value judgements in adult teaching. From abroad there is a description of adult education in West Germany and in particular an assessment of the role of the Volksbühne in educating a popular theatre public. The student—consumer policy receives consideration in a discussion of the inter-group learning process and an analysis of the characteristics of adult students. The articles are enforced by an equally wide range of book reviews and, all in all, the book makes a sound case for the need for increased public support.

Universities Studies for Adults in a more limited way is specifically concerned with some aspects of University Extra-Mural work as seen by members of the staffs of the Universities of Birmingham and Leeds who are or who have been until recently concerned in a full-time capacity with either administration or teaching, or both in the University Extra-Mural work. One of the editors makes clear that there is no claim made to give a comprehensive picture although he points out that even in such a miscellany there are nevertheless in the nature of the work connecting threads. It is, like adult education, diffuse and would have been perhaps less so if the editorship had been firmer.

The articles give the impression of having been written for different purposes and there is certainly a very strange assortment of styles. Sometimes it reads like a patient and

faithful memorandum for an outside body with a minor interest in proceedings, and sometimes it is the enclosed private jargon of an internal staff paper when, on an occasion, lots of aspects need not to be spelt out and a kite is flown in order to stimulate discussion.

The two Universities have different interests. The Birmingham writers are chiefly concerned with the ways in which regular University studies such as Philosophy, History and Literature have in the extra-mural field to take account of the adult circumstances. At Leeds the approach is that subjects are developed in new ways in adult teaching and that through this process "new" subjects are born to meet the particular vocational interest of subject groups, for example, in management, communications and industry. There are conflicts in these two approaches which are not always explicitly stated although they are not disguised.

In the first sentence of the introduction one of the editors asks "In what kind of science are adults interested," and then strangely there is nowhere in the book any reference to science whatsoever, unless one includes a chapter on the place of Archaeology in adult education written it would seem from an "arts" stand point. From any point of view, science teaching is a fundamental part of University study and, it could be argued, that in the field of University adult education it has been a main growth point in the last decade. Could it be that the teaching of science questions the entire validity of one of the assumptions made throughout the book, namely, that in all adult education it is the experience which the adult brings to the study which establishes its unique nature? Where the teaching of science is "straight" and not concerned with its philosophy or history, the adult qua adult has often nothing to contribute. He starts from scratch. It is this indeed which makes the teaching of University science to adults an interesting challenge.

Both books are worthwhile editions to an adult education library, and their limitations merely indicate how much more needs to be done to show that the teaching of adults is an educational field far-reaching in possibilities of investigation and research.